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THE ROLES AND LIMITATIONS OF DISTRICT LEARNING AREA SPECIALISTS DURING CURRICULUM IMPROVEMENT

by

LAWRENCE MAHLOMULE RIKHOTSO

MINI- DISSERTATION

**submitted in partial fulfillment of the
requirements for the degree**

MAGISTER EDUCATIONIS

in

MANAGEMENT IN EDUCATION



at the

UNIVERSITY OF JOHANNESBURG

SUPERVISOR : Prof JR Debeila
CO-SUPERVISOR : Dr ID Hariparsad

JANUARY 2006

DECLARATION

“I, RIKHOTSO LAWRENCE MAHLOMULE declare that:

**THE ROLES AND LIMITATIONS OF DISTRICT LEARNING AREA SPECIALISTS
DURING CURRICULUM IMPROVEMENT**

is my own work, and that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation or research project was not previously submitted by me for a degree at another university.”

Lawrence Mahlomule Rikhotso

30/03/2006
Date



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DEDICATION

To my beloved wife and my lovely daughter:

“You are my love, my life and my pride: All that I do I do it for you.”



ACKNOWLEDGEMENTS

To God Almighty! To Him be the glory and the honour!

I would like to thank Him for giving me wisdom and knowledge to compile this mini-dissertation. If it wasn't for Him I wouldn't have done it. I will forever be grateful to my Creator, because I am what I am today because of Him.

My sincere acknowledgements go to the following:

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My family members, Vathiswa and Gabaza, who also prepared a conducive working environment at home for me to accomplish the aims and objectives of this study.

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Mr Fred Mandlazi, the editor of this mini-dissertation, who edited my work and provided immediate feedback.

SYNOPSIS

The implementation of Outcomes- Based Education in South Africa is not as it was envisaged. This was attributed to lack of necessary skills and capacity by both office and school- based teachers to comply with policies of the Department of Education (In this concept the educators and teachers are used interchangeably). Due to the above, both institution and office-based teachers started blaming one another for poor implementation and monitoring as well as supporting the new curriculum reforms. Institution- based teachers blamed the office-based educators for the lack of capacity, monitoring and support as well as feedback. On the other hand the office- based educators blamed the institution-based teachers for the lack of internal support within schools.

The purpose of this study was to investigate the level of capacity by District Learning Area Specialists in supporting and monitoring the implementation of Revised National Curriculum Statements (currently called National Curriculum Statements). To accomplish this aim, Heads of Departments, District Learning Area Specialists, and teachers were sampled randomly from Ekurhuleni West school district. The Heads of Departments and educators were selected from Thokoza, Vosloorus and Katlehong schools, while the District Learning Area Specialists were from Ekurhuleni West district office.

The research was conducted in a form of case study. It focused on qualitative and descriptive research style. Various methods of collecting data such as interviews, observation, questionnaires and document analysis were used in order to ensure reliability and validity.

Based on the literature reviewed and responses from the empirical research the study revealed that the type of support offered by the District Learning Area Specialists is not enough for the teachers to implement and comply with all the policies of the Department of Education. It also revealed that excessive demands and pressure from the Department of Education left schools and districts with no choice but to rush to the implementation phase without capacity building.

In order for both district and institution- based teachers to implement and comply with the policy, the study recommended that: conducive organizational structure; combination of support and external pressure; issuing of incentives; reward and sanctions; strategies and prioritizing of work; high level of professional leadership and capacity; district working towards developing partnership with schools; monitoring and support and that institution-based teachers should become organized and effective.

Finally, the researcher recommended for a further research on the IDSO (Institutional Development and Support Officer). The reason is that these district officials are the ones who develop the management and governance of schools. They ensure that all the school systems are put in place. It is believed that if the governance and management of schools are in order, it is likely that the curriculum implementation might improve.



ACRONYMS AND ABBREVIATIONS USED IN THIS STUDY

SADTU.....	South African Democratic Teachers Union
HOD	Head of Department
GDE.....	Gauteng Department of Education
DLAS.....	District Learning Area Specialists
SGB.....	School Governing Body
PRF.....	Policy Reserve Fund
USA.....	United State of America
EAZ.....	Education Action Zone
HRPP.....	Human Resources Personnel and Provisioning
CDS.....	Curriculum Delivery and Support
RNCS.....	Revised National Curriculum Statement
EMS.....	Economic Management Sciences
LO.....	Life Orientation
SS.....	Social Sciences
AC.....	Art and Culture
SMT.....	School Management Team
DoE.....	Department of Education
USAID.....	United States Agency for International Development
INSET.....	In-service Education and Training
CIF.....	Curriculum Information Forum
GET.....	General Education and Training
HRP.....	Human Resource Personnel
IDSO	Institutional Development and Support Officer
FET.....	Further Education and Training
ABET.....	Adult Basic-Education and Training
LTSM.....	Learning and Teaching Support Material



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CHAPTER 1

RESEARCH OVERVIEW

1.1 INTRODUCTION

The birth of democracy in South Africa led to many education reforms, that is change from the previous system to that which allows greater participation of all stakeholders. After the creation of a single education department, the national Department for Education (DoE) started to lay a clear foundation in order to define the kind of education system defined in the Constitution of South Africa, that is, a vision of a society based on democratic values, *aim* social justice and fundamental human rights.

Many initiatives were then taken further by the provincial Gauteng Department of Education (GDE), in order to address the imbalances of the past through broader planning for the new curriculum reforms. It was then agreed that for the school to improve performance, the human resource capacity needed to be improved at both district and school level. To start the process, restructuring became a priority of the (GDE), including the following policies:

- teacher rightsizing;
- redeployment;
- establishment of posts; and
- introduction of School Management Teams (SMTs) and School Governing Bodies (SGBs).

All the above were a preparation for school improvement and effectiveness in the new era in order to increase efficiency.

1.2 STATEMENT OF RESEARCH PROBLEM

Immediately after the 1994 elections, the National Education and Training Forum began a process of syllabus revision and subject rationalization. This was aimed at laying the foundations for a single, non-racial core syllabus to reach all learners, irrespective of colour, sex and origin. This type of curriculum was intended to ensure that all things related to

racism and insensitive language would be overtly removed. It was the first time in the history of South Africa that the curriculum decisions were made in a participatory and representative manner (C2005, Revised National Curriculum Statement, Grade 4 – 6, 2004:1).

This process resulted in the Life Long Learning through the National Curriculum Framework document (1996), as the first major curriculum statement of a democratic South Africa. In terms of the White Paper (1995), it emphasized the need for major curriculum change in education and training in South Africa in order to normalize and transform teaching and learning. It also emphasized the change from the traditional aims and objectives of teaching to Outcomes –Based Education (OBE), (C2005, Revised National Curriculum Statement, Grade 4-6, 2004:1). The 1995 White Paper had stated that the curriculum promoted a vision of “a prosperous, truly united democratic and internationally competitive country with literate creative and critical citizens, leading and production self-fulfillment life in a country free of violence, discrimination and prejudice”.

The major challenge facing education is whether teachers have the skills necessary to achieve the broader vision and mission of the RNCS, which states that teachers at all levels are the key contributors to the transformation of education in South Africa. Both institution- and office-based teachers have a particularly important role to play in effectively implementing the RNCS. There must be professional support from office-based teachers, as they play a role in communicating policies of the DoE. It is also believed that if districts can provide professional support to schools, educators will be able to fulfill their roles as mediators of learning, interpreters and designers of learning support programmes and materials, leaders, community members, citizens and pastors, assessors and learning area specialists (Norms and Standard for Educators, in C2005, RNCS Grade 4-6, 2004:2).

In his study on districts, Elmore, cited in Furhman (1993:103) argues that being close to schools, the district can provide immediate support at any time the schools need. It can also act as a connecting agent between the state and schools and is the major player during curriculum improvement. Spillane (1996:78) writes that the district could play a role through curriculum support, teacher development and selection of learning materials and assessment. De Clercq (2001:4) also states that the district is the key role player in forming a link between the government and schools in terms of professional development, school management and curriculum improvement.

If teachers receive enough support from the district offices it could be better for learners to develop their potential as citizens of the democratic South Africa. They can be lifelong learners who are confident and independent, literate, numerate and multi-skilled, having compassion and respect for the environment and the ability to participate in the society as critical and active citizens (C2005, Revised National Curriculum Statement, Grade 4-6, 2004:1). It is argued that the implementation of an Outcomes-Based Curriculum in schools is not as it was envisaged. This is attributed to the lack of support from the district office, capacity building, and learning support materials, structure and design of the curriculum, teacher orientation, training and development, provincial support to teachers in schools and implementation of time-frames (The Ministerial Review Committee, in C2005, RNCS, Grade 4-6, 2004:2). On the other hand, Khosa and Motala (1999:VII) assert that education reforms continue to reflect poor support to schools, due to the absence of minimal coordination of training within the province or the absence of such.

When one looks into the above problems it is important to focus on the roles and limitations of District Learning Area Specialists in supporting and monitoring the implementation of curriculum as the unit responsible for curriculum improvement in schools. The research will also look at the problems faced by both District Learning Area Specialists and teachers in schools, in implementing the RNCS.

1.2.1 Rationale for the research

The implementation of the RNCS has not taken place as envisaged, partly attributed to the lack of necessary skills and capacity in complying with the policies of the DoE on the part of both office and institution based-educators. Due to the above, the school based educators blame the educators at the district level for poor planning, lack of support and monitoring, as well as feedback, while the office-based educators have blamed the educators at school level for the lack of internal support within schools.

Based on the above, the study is undertaken to investigate the roles and limitations of District Learning Area Specialists in supporting and monitoring the implementation of the RNCS in schools.

1.2.2 Key research questions (questions to be answered in this study)

The following are key questions raised in this study:

- What are the roles and limitations of District Learning Area Specialists in performing their duties?
- How do District Learning Area Specialists relate to teachers in schools and how do they strategize their day-to-day functions?
- How do the teachers perceive the role of the District Learning Area Specialists
- Do the District Learning Area Specialists have enough capacity to perform their duties?
- What are the best possible solutions to improve the capacity of the District Learning Area Specialists?

1.3 AIMS AND OBJECTIVE OF THE STUDY

The purpose of this study is to investigate the roles and limitations of District Learning Area Specialists in supporting and monitoring the implementation of the curriculum in schools. In order to achieve the aims of this study, the following objectives have to be realized:

- Revealing the major challenges facing teachers in the implementation of the Revised National Curriculum Statement.
- Highlighting the level of support by District Learning Area Specialists.
- Pinpointing how the District Learning Area Specialists relate to teachers in schools and how they plan their day-to-day functions.
- Highlighting the manner in which District Learning Area Specialists are perceived in terms of their support during the implementation of the Revised National Curriculum Statement.
- Finding out about the level of capacity between the teachers and the District Learning Area Specialists.
- Offering possible guidelines to deal with different problems faced by District Learning Area Specialists and teachers.

1.4 RESEARCH DESIGN/ RESEARCH PARADIGM AND METHODOLOGY

1.4.1 Research design

The research is conducted in a form of case study and will make use of a qualitative and descriptive research methodology. The aim of the qualitative research is to gain insight into the meaning that participants give to their reality (Merriam, 1998:46). This insight will be gained by obtaining detailed descriptions within certain contexts, because the researcher will be an observer and participant on his own. Researchers interact with those they study with, whether this interaction assumes the form of living with or observing informants over a prolonged period of time, or actual collaboration, (Creswell, 1994:6). Thus, this research is based on constructivism.

1.4.2 Research paradigm

The researcher will be using the qualitative paradigm. Qualitative researchers believe that since humans are conscious of their own behaviour; the thoughts, feelings and perceptions of their informants are vital. Only qualitative methods, such as participant observation and unstructured interviews, permit access to individual definitions, descriptions and meanings of events (Burns, 2000:388). The qualitative process will also attempt to gather evidence that will reveal qualities of life, reflecting the multiple realities of education-specific settings from a participant's perspective (Burns, 2000:388). The researcher's role is to interpret the utterances made by the participants.

1.4.3 Sampling

The cross section of participation needs to be as representative as possible, so that more depth is obtained in the study. Qualitative research becomes effective when non-probability sampling is employed, especially theoretical sampling. In theoretical sampling, data collection is controlled by the developing theory. As information is gathered from the first few cases, the underlying theory becomes extended, modified, and, therefore, informs the investigator as to which group(s) are relevant to interview (Burns, 2000: 389).

Due to the limitations of a mini-dissertation, the researcher singled out Ekurhuleni West

School mega district of Gauteng Department of Education and drew participants from the Curriculum Directorate and four primary schools within the mega district. Four teachers and four Heads of Departments responsible for curriculum implementation were used. Eight District Learning Area Specialists responsible for curriculum support and monitoring were also used.

1.4.4 Research techniques used in this study

A number of research techniques will be employed in this study.

1.4.4.1 Interviews

De Vos (1997:357) cites interviews as the most important methods in qualitative research. He further states that this type of method is an attempt to understand the world from the participants' view, so as to unfold the meaning of people's perceptions and uncover their life experiences. The interview format will be one-on-one, face-to-face, in-person interviews, telephone interviews and group interviews. These processes can be useful when informants cannot be directly observed, and so provide historical information and allow 'researcher control' over the line of questioning (Creswell, 1994:150). On the other hand, Kember (2002:47) states that interviews can be on a spectrum from completely open discussions to tightly structured questions. In general, open interviews provide more opportunities for respondents to raise their own issues and concerns, but they are correspondingly more time-consuming and analyzed.

1.4.4.2 Questionnaires

Close questionnaires are easy to process and evaluate, and they can give clear answers to specific questions. Questions should be carefully constructed so that the meaning is clear and unambiguous. It is also important to use open-ended questions to give respondents an opportunity to raise other issues of concern (Kember, 2002:44).

1.4.4.3. Observations and field notes

Observations will be conducted by a variety of options within types, for example, where the

researcher's role is known, and he can observe without participating. Because the researcher has firsthand experience with the participants, during this process he can record information to discuss and identify usual aspects of the phenomenon (Creswell, 1994:150). On the other hand, Garbers (1996:286) claims that the observation technique provides valuable non-verbal information that allows the investigation to access invisible knowledge from respondents.

1.4.4.4. Document analysis

Review of documents, such as public documents, newspapers and minutes of meetings, enables a researcher to obtain the language and words of participants. Documents are accessed at a time convenient to the researcher. They are an unobtrusive source of information that represent data that are thoughtful in that informants have given attention to compiling. As written evidence, they save the researcher's time and expense in transcribing (Creswell, 1994:151).

1.4.5. Data analysis strategy

Data analysis will be conducted as a separate activity, requiring that the research be comfortable with developing categories and making comparisons and contrasts. Data analysis also requires the researcher to open possibilities and see contrary indications or alternations in the findings. The data generated by qualitative methods are voluminous. In this respect, qualitative analysis differs from the quantitative approach of dividing and engaging in the separates activities of data collection, analysis and writing of results (Creswell, 1994:153).

Information gained from the questionnaires and interview will be categorized by recording, so themes and patterns can be identified. This will be done using content analysis, so that the content of what each participant provides is compared to that of the others (Merriam, 1998:155).

1.5 DEMARCATION OF THE STUDY

The researcher singled out Ekurhuleni West School mega district of Gauteng Department of

Education and drew participants from the Curriculum Directorate and four primary schools within the mega district. Four teachers and four Heads of Departments responsible for curriculum implementation were used. Eight District Learning Area Specialists responsible for curriculum support and monitoring were also used.

1.6 CONCEPTUAL FRAMEWORK AND CLARIFICATION OF CONCEPTS

The study is about the roles and limitations of District Learning Area Specialists during curriculum improvement. It is important then to clarify the most key concepts that have been used in this study. In order to create a similar understanding of some certain key concepts pertaining to the topic of the study, it is necessary to illustrate them briefly as follows:

1.6.1 Roles

It is defined as people's position and functions in a situation or society (Collins Cobuild, Essential English Dictionary, 1992:689). In this study, the roles will be looked at as the allocated functions of the District Learning Area Specialists during curriculum improvement in relation with their monitoring and supporting functions.

1.6.2 Limitations

This means someone appointed to a particular position can only do something and not others. He is not allowed to grow or extend beyond certain limits due to circumstances (Collins Cobuild, Essential English Dictionary, 1992:455). In this study, the challenges that prevent the District Learning Area Specialists in offering their roles of supporting and monitoring the implementation of curriculum policies in schools will also be considered.

1.6.3 District Learning Area Specialists

According to the organogram provided by Ekurhuleni West district, the District Learning Area Specialists fall into the Curriculum Delivery and Support within the LPFD & S (Learning Programmes Frameworks Development and Support) as sub-directorates. These are made up of different units, such as Foundation phase, Intermediate phase and Further Education and Training. The role of District Learning Area Specialists is to monitor and support the

implementation of curriculum policies in schools by teachers. Each specialist is responsible for a particular learning area, according to the RNSC policy, such as EMS, Mathematics, Languages, LO, and A&C (see the organogram and detailed functions on pages 15 and 16). These officials are sometimes called Learning Area Facilitators. Again, since they are qualified teachers and their employment being governed by the Employment of Educators Act, they are called office based teachers. Their main functions are to monitor and support the implementation of curriculum policies in schools.

1.6.4 Curriculum

Carl (1995:35) describes curriculum as all planned activities and subjects or courses that take place during a normal school day. The after school planned activities such as sport and societies are included. These aspects take place within a specific system and aim at accompanying the learner to useful and responsible adult citizenship within the community.

English (2000:2) defines the curriculum as the work plans developed by or for the teacher to use in classrooms by which content, scope and sequence of that content and methodology of their teaching are defined.

On the other hand, Nicholls (2004:22) states curriculum can have wide meaning and its wide perceptions can be referred to as "whole school curriculum, which may include the following three areas:

- Core curriculum- all courses of study offered by the school.
- Hidden curriculum – social, personal and health elements.
- Cross curriculum- these may include equal opportunities, key life skills like.
Communication studies, problem solving and information technology.

National Curriculum specifies the core curriculum that should be assessed. It is important to note that curriculum is not static; it has evolved and continues to evolve (Nicholls, 2004:22). Certain important concepts that feature prominently in this project will be clarified below.

A more detailed definition that shall be adopted for the purpose of this discussion is that a curriculum of a school is a series of planned events intended for learners to learn particular

knowledge, skills, and values as organized to be carried out by administrators and teachers (Cuban, 1992:22).

1.6.5 School improvement

School improvement can be broadly defined as the harnessing and managing of school inputs and processes towards the improvement of school outcomes, namely students' learning and scholastic achievements (De Clercq, 2001:9).

1.6.6 Improvement

Improvement is defined as a change that improves the quality or condition (Collins Build, Essential English Dictionary, 1992: 395) In this study the type of change or quality brought about by the District Learning Area specialists.

1.6.7 Educator

It is defined as any person who teaches or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or a adult basic education center and who is appointed in a post on any educator establishment under (Policy Handbook for Educators, Employment of Educators Act no. 76 of 1998: C-3).

1.6.8 Office-based and school-based educators

These are teachers whose profession is to teach as defined by the Act above. To make a distinction between the two, office based educators are based in the district office to monitor and support the implementation of policies in schools, whereas the school based educators are those who are based in schools to teach and implement policies of the DoE. In this study, the concepts "educator" and "teacher" will be used interchangeably in order to accommodate all people since there is no clear consensus around these concepts.

1.7 LIMITATIONS OF THIS STUDY AND MEASURES TO ENSURE TRUSTWORTHINESS

1.7.1 Limitations

Due to financial, time and distance confinements, it was not practical to involve all the Ekurhuleni West District primary schools. Meetings with District Learning Area Specialists were also a problem, as they were often away visiting schools to monitor the intervention programmes. In some instances the researcher found it difficult to locate teachers due to their attendance at workshops and cluster meetings held after contact time. The researcher assumed that once the participants were interviewed the aims of this study would largely be realized.

1.7.2. Validity and reliability

Babbie (1992:145) argues that the quality of measurements method suggests the same data would have been collected each time in repeated observation of the same phenomenon. In addition, reliability is a matter of whether a particular technique, applied repeatedly to the same object yields the same results each time. In this research study, data obtained from interviews, questionnaires, observations and document analysis would be used in order to test the reliability of the research study. Data obtained from each instrument would be recorded and later compared.

1.7.3 Use of triangulation

Marshall, (1995:146) defines triangulation as a combination of methodologies in the study of the same phenomenon. This is a way of bringing together various sources of information to highlight one fact. These methods might be taken from differing approaches, such as different types of qualitative data collection strategies (Creswell, 1994:174-175). The joining together of qualitative and quantitative approaches is employed for a single study, as they look for convergence of the study (Creswell, 1994:175). It allows for the emerging of fresh perspectives. The mixture of the methods used in triangulation add scope and breadth to a study, with various methods supplementing each other. The use of triangulation to investigate the different viewpoints of participants shall produce different sets of data and

the more the methods contrast with each other, the greater the yield of information.

Triangulation, as defined by De Vos (1997:359), is the use of two or more research methods of data collection procedures drawn from both normative and interpretative techniques in combination with some aspect of human behaviour and the situations in which human beings interact within a single study (Cohen & Manion, 1991:269) The researcher will therefore combine qualitative and quantitative methods and these will allow for the study to be more reliable and valid.

1.8 DIVISION OF CHAPTERS

The research overview is summed up as follows:

Chapter 1

It deals with the general orientation that forms the basis of this study. The researcher provides an introduction, the problem statement, research aims, and rationale of the study and key research questions. It further highlights research design, paradigm and research methodology and samples the data analysis strategy. Demarcation of the study and conceptual framework are also defined. A brief indication on the limitations of the study is give and a brief clarification of the validity and reliability is explained.

Chapter 2

It discusses the theoretical basis of the study around school improvement, roles and limitations of district and ways to improve the capacity of both office- and institution- based educators in curriculum improvement. The reason the researcher chose this theory was to get more information on issues related to improvement in curriculum provision.

Chapter 3

It focuses on the implementation of the research design, paradigm and methodology and recording of raw data. It contains the introduction, aims of the research, interviews as an approach to qualitative research, roles of the researcher and ethical consideration,

sampling, recording of raw data and conclusion.

Chapter 4

It deals with analysis of data and recording of findings from this study. It has the following divisions: introduction; method of data analysis; the process of qualitative analysis; presentation and discussion of research categories and conclusion.

Chapter 5

It deals with synthesis and further findings and recommendations, as well as concluding remarks.



CHAPTER 2

THEORETICAL BASIS OF THE STUDY

2.1 INTRODUCTION

The purpose of this chapter is to present a theoretical argument regarding the roles and limitations of a school district with regard to curriculum improvement as perceived by other authors in the South African context, and that of other parts of the world.

In reviewing the literature of this study, the researcher concentrates on the following: meaning and functions of District Learning Area Specialists during school curriculum improvement; issues of school curriculum improvement; district roles during school curriculum improvement; capacity building; district limitations during curriculum improvement; district relationship with other levels of governance; and, finally, ways to improve district capacity.

2.2 THEORATICAL BASIS OF THE STUDY

2.2.1. Meaning of District Learning Area Specialists

For the success of this research it is important to first look at the district organogram in order to locate the District learning Area Specialists. Generally, the district is made up of two directorates, namely, Curriculum Delivery and Support (CDS) and Human Resource Personnel and Provisioning (HRPP). The two directorates are further divided into different sub-directorates and units.

According to the organogram provided by Ekurhuleni West district, the District Learning Area Specialists fall into the Curriculum Delivery and Support within the LPFD & S (Learning Programmes Frameworks Development and Support) as a sub-directorate. This is made up of different units, such as Foundation phase, Intermediate phase and Further Education and Training. The role of District Learning Area Specialists is to monitor and support the implementation of curriculum policies in schools by teachers. Each specialist is responsible for a particular learning area, according to the RNSC policy, such as EMS, Mathematics,

Languages, LO, and A&C (see the functions on below).

Ekurhuleni West District of the GDE provides the following functions:

- To co-ordinate, monitor and ensure implementation, maintenance and support of the learning area programmes, activities and projects within a specific learning area.
- To coordinate, monitor and ensure that the identification and addressing of barriers to learning and developments take place.
- To promote the implementation of policy based on a bias-free assessment system.
- To implement policy and guidelines that ensures multi-level and multi-functional assessment practices.
- To assist educators in developing and using a variety of assessment methods, tools and techniques.
- To assist educators in the implementation of continuous assessment.
- To promote and ensure the use of assessment practices to accommodate barriers experienced by learners.
- To ensure the implementation of guidelines on benchmarking portfolios and profiles in case of expulsion and transfer.
- To collect and maintain data on learner performance and resources.
- To monitor learner performance and identify interventions and resource needs.
- To promote the development of extra-curricular programmes.

The accompanying hierarchical structure on page 16 serves to illustrate how officials are organized by ranks, with each rank subordinate to the one above it. The different post levels are also indicated to illustrate who of the district officials holds a high position in the given hierarchy. In the given hierarchical structure "PL" stands for post level. "PL5" stands for post level 5; "PL4" stands for post level 4 and "PL3" stands for post level 3.

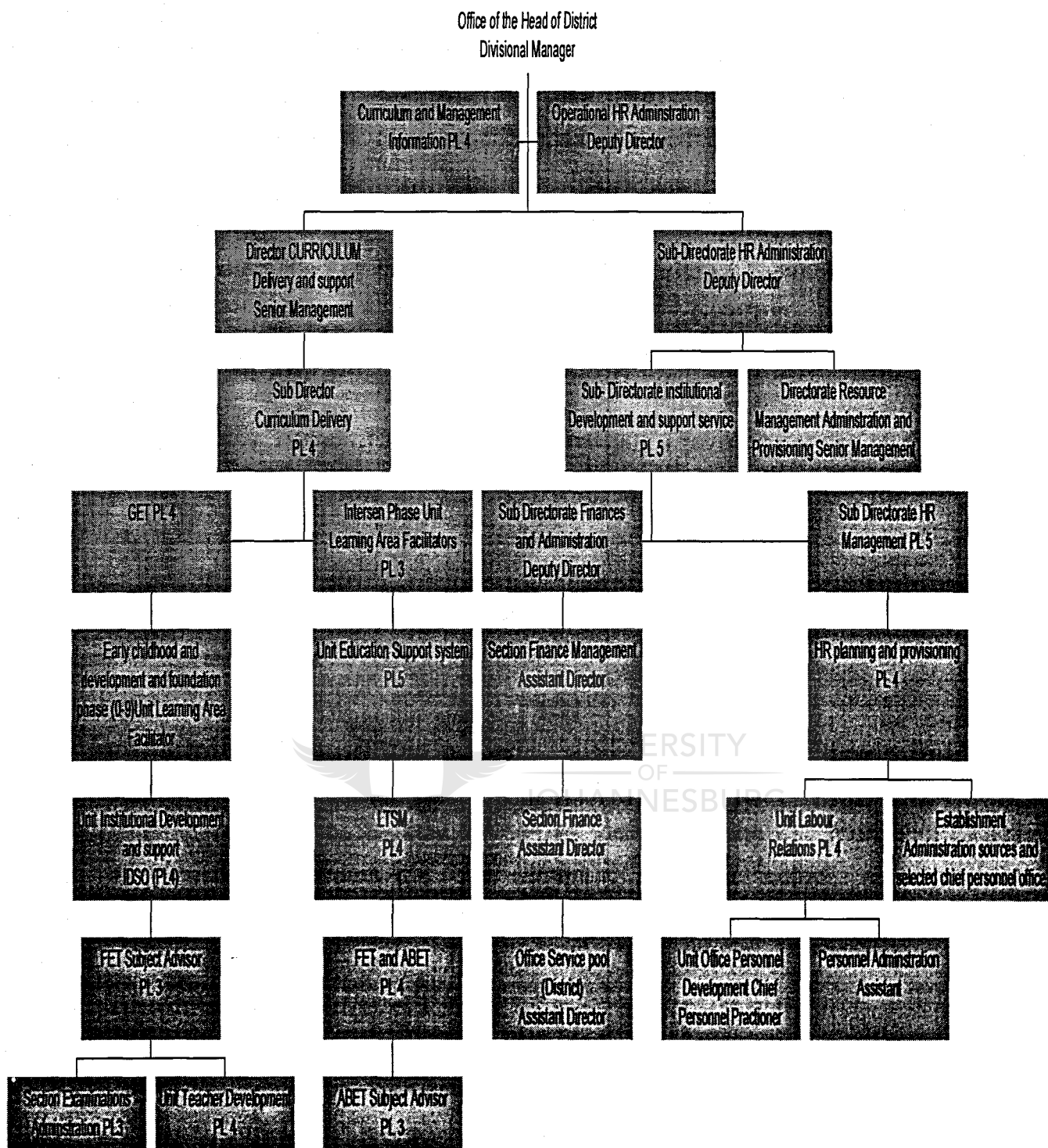


Diagram 2.1: Ekurhuleni West District Organogram

The hierarchical structure above consists of district personnel holding different positions and post levels. On the top of it is the divisional manager who is responsible for the entire district. The divisional manager is assisted by the senior manager who heads the two sub-directorates namely, Curriculum Delivery and Support (CDS) and Human Resource Personnel and Provision (HRPP).

The two subordinates have got units and sections with deputy directors and coordinators responsible for them. In the Sub-directorate, Curriculum Delivery is divided into three units, that is Further Education and Training (FET), General Education and Training as well as Education Support System. The Learning Area Specialists (Facilitators or Subject Advisors) fill the posts level three, which is equivalent to Deputy Principal posts at schools. Their employment is determined by the Employment of Educators Act, and that is why they are called office-based teachers. This is because they are based in offices to support the school-based teachers in implementing the policies of the DoE.

The Sub-directorate, Human Resource Personnel and Provision consist of different units such as Institutional Development and Support (IDS), Labour Relations Officer (LRO) and finance, and other administrative personnel.

All the above named officials are working together to ensure that the implementation of curriculum policies in schools runs smoothly.

2.2.2 Defining school improvement



School improvement can be broadly defined as the harnessing and managing of school inputs and processes towards the improvement of school outcomes, namely students' learning and scholastic achievements (De Clercq, 2001:9).

2.2.3 Issues on school improvement

Most literature on school improvement tends to emphasize the importance of conducive organizational structures and processes, which are valued for producing satisfactory school environment, climate and teacher conditions. However, as Muller and Roberts (1999:34) argue, these organizational arrangements are important only insofar as they contribute directly to teaching and learning and improve students' outcomes. Calhoun and Joyce (1998:123) argue that there are many different school improvement strategies, which work either inside out or 'outside in', so that they will only be successful if they recognize the centrality of teaching and learning, as well as the need for long term sustained support for teacher development and the curriculum.

The major issue to be raised is how the office and institution-based educators intervene in supporting and implementing the RNCS. Schools need a delicate combination of support and pressure to develop the capacity to initiate and sustain their own change and improvement processes. Because the majority of schools cannot generate sufficient pressure and support from within, they also need external pressure and support (Fullan, 1992:28; Hopkins & Levine, 2000:39), and eventually this should be internalized by the schools themselves. The most obvious external pressure comes from a system of quality assurance for system control and improvement. This national system is based on national norms and standards, which are monitored and enforced by the national DoE. This school performance-based accountability can be accompanied by appropriate incentives, rewards and sanctions to pressurize schools. External support comes in the form of conducive national policy frameworks and well-resourced school environments, as well as from the educational authority closest to the school and in charge of school provisioning, delivery and support (De Clercq, 2001:10).

Lofton et al., cited in De Clercq (2001:10), argue that the district is the most appropriate level of governance to initiate and sustain school support and improvement. Elmore (1993:97) argues that districts have a few advantages compared to other levels of governance. They can act as a co-coordinating authority structure for the schools, introduce concrete changes linked to system-wide reform efforts while providing a valuable buffer against shifts in national policies, and provide an important administrative link between national policy goals and school-level practices. They are the lowest level of the education governance with the closest proximity to schools and therefore best understand local school conditions and needs. They can be a source of new ideas and innovative practices, as well as providing a means of mobilizing support for school at a level where the import is most immediate.

However, because external pressure and support are problematic on their own, they must ensure that the schools are eventually internalizing them from within. For this reason, supportive school interventions must ensure they empower schools and improve the latter's capacity to change and sustain that change.

2.2.4 The roles and limitations of district during school curriculum improvement

There are a number of roles and limitations relating to the district in improving the school

curriculum.

2.2.4.1 District role in school improvement

Districts are under serious pressure as they are caught between numerous demands from schools and those of the national and provincial policy directives and initiatives that need to be implemented. In the United States of America (USA), districts with instructional policy-making powers are able to concentrate more on school demands, whereas in South Africa, districts have to delegate authority from the provincial departments to implement new policy reforms, and therefore have to pay more attention to policy implementation demands and initiatives from the provincial and national levels. In either case, the role of districts would be enhanced if they were to prioritize and strategize their work, focus on clearly specified goals and outcomes and plan carefully the relevant activities to meet their goals and outcomes. This requires districts to adopt a form of strategic planning and managerial approach to develop a coherent and long-term vision and direction, which will hold together and drive their different activities (De Clercq, 2001:10).

Strong leadership and management are crucial to these policy and managerial challenges. According to McAdams, cited in De Clercq (2001:11), district leadership must have a sense of purpose and integrity, and the ability to create a positive ethos and culture, inspiring its staff to strive towards personal growth and organizational learning. The district staff must be motivated, developed and empowered to approach problems in their school support work, not as an obstacles to action, but as a challenge to overcome and from which to grow as an organization.

Although districts are part of the bureaucratic education management chain, their school support work might be undermined if the rigid controls and line commands of the bureaucratic management system were not 'rolled back'. Indeed, school support work could be strengthening by a form of strategic and organic management system, whereby the professional staffs were encouraged to find creative and purposive solutions to whatever problems they encountered in their schoolwork. The literature on effective districts points to the need for them to work in small collaborative teams, with the flexibility and autonomy to draw on the staff's own knowledge to find purposive solutions to the particular problems encountered in school work (McAdams, as cited in De Clercq, 2001:11).

The challenges of district staff in charge of policy implementation and school support work are many, and require, above all, a high level of professional leadership and capacity. According to Spillane and Thompson (1997:58), to be effective, the implementers of policy, such as the district staff, must not implement the policy in a bureaucratic top-down manner, rather they must learn about the deeper meaning, values and assumptions of the policy reforms and pass them on to those targeted by the reforms. With this understanding and knowledge, the people on the ground will be more convincingly persuaded of the benefits of the policies, and thus able to own them for themselves.

Another challenge for the district staff is to pay great attention to the tight conceptualization, planning, execution and evaluation of their school improvement programmes. In a GDE report on best district interventions, they were characterized by a tight conceptualization of the problem issues, a multi-pronged strategy, flexible evolutionary planning based on continuous evaluation and reflection, a collaborative approach to implementation within the district and reflection, as well as collaborative approach to implementation within the district and with the schools (Fleisch, 2000:15).

The execution of these school support interventions requires different kinds of knowledge from district staff. According to Hatch (1998:26), districts need the local knowledge of schools; the technical knowledge of how to develop and implement effective practices in different schools; the process knowledge to organize and work with people; the organizational knowledge to design and manage organizations and projects that promote school improvement; and the strategic knowledge of how to bring together all the necessary information, organize activities and manage resources.

The way district staff relates to and work with schools is also important. Districts should work towards developing a partnership with schools. Murphy and Hallinger (1998:22) note that effective districts spend a great amount of time monitoring schools and evaluating the performance of school staff and management to enforce some kind of accountability. Coleman and La Rocque (1991:16) argue that the district should use a common developmental accountability framework to assess the schools' learning outcomes, as well as any other organizational outcomes. This school accountability system requires districts to develop sound information and data collection on the determinants of different schools and

their communities (Chapman, 1995:23). Such information will assist districts to understand school patterns as well as to detect and analyze the reasons for schools performing below or above their expected standards.

Monitoring of school performance is important but many authors (Lillis, 1992; Hopkins et al., 1995, as cited in De Clercq, 2001:13) have warned against school monitoring as an end in itself for the purpose of systemic quality control. Monitoring should also be developmental and used to understand the school problems with the aim of correcting them. Thus, the accountability pressures should be accompanied by supportive measures to empower schools to improve themselves. Districts must collaborate and work with the schools by discussing their results and identifying what needs to be planned and put in place for the process of school change and improvement to take place. For this, Weiss (1995, (in Potterton, 2000:15) argues that district personnel need to learn about the values, interests and knowledge of the schools in which they work in order to understand what schools need. Districts must assist schools in accessing the literature on determinants of school performance and in acquiring the knowledge, information and skills necessary to guide school decisions concerning their own school improvement strategies (Massell & Goertz, 1998:24). It is only then that the districts can work with schools on the drawing up of their developmental goals (Potteron, 2000:16). School development plans must then become living documents, institutionalized in the schools' structures and culture (Hargreaves & Hopkins, 1994:14).

Spillane (1996:83) in his research to test district's potential and limitations in implementing new instructional policies, found that school districts in Parkwood and Hamilton were significant in three ways, one being that of influencing state level efforts to increase coherence of instructional signal to the school system. Similarly, Elmore (in Furman, 1993:97) in researching Californian school districts, found that districts have the potential to improve classroom instruction but rather than caring to improve classroom instruction spent much time doing managerial and administrative tasks. He was also concerned that less emphasis is placed on the relationship between district and state than the relation of the state with the schools. Firestone (1993:257) made use of twenty-one schools from the district to test their potentials in implementing policies about teaching higher order thinking to all students. In the findings, he stated that school districts vary in the way they respond to instructional policies, comparing those that are positive and selective with those that choose

to use their own reform agenda.

Districts are key role players in linking the government and school in terms of professional development, curriculum improvement as well as change De Clercq (2001:4). In line with the above, districts in the USA were able to improve classroom instructions through curriculum guidance, teacher development, selection of materials and learners' assessment (Spillane 1996: 84). By contrast, it will be a mistake to compare districts in South Africa with those in the USA, since the latter are well resourced and specialised. Above all, districts in South Africa do not have legal powers to decide on most aspects, only with authority delegated from the province.

Elmore (in Furhman, 1993:103) asserts that close to schools, districts can provide immediate support at any of the schools, acting as a connecting agent between state and school. Districts can also offer practical ideas for school improvement. Elmore found that a school district in California had legal powers to change instructional policies, such as testing, curriculum objectives and goals, textbook selection and teacher development. School districts are said to be local laboratories for the development and dissemination of new ideas, projects and practices that need to be implemented.

2.2.4.2 District capacity building

To play fully their school support role, districts must themselves be organizationally and professionally effective. Van Vezem, as quoted in Roberts (2000:19), explains that an educational organization is effective to the extent to which: *"As a social system, given certain resources and means, it fulfils its objectives without incapacitating its means and resources and without placing undue strain on members"*.

Many South African districts are faced with lack of basic capacity and resources, which would ensure they become professionally and organizationally effective. The DoE has acknowledged that the district level has been the neglected organizational layer of which the roles, responsibilities, power and authorities are in serious need of clarification (Ransburg, 1999:18). Indeed, districts face formidable challenges, having at the same time to maintain delivery, undergo internal systemic change and reorientation while driving a comprehensive process of educational change and reconstruction. This overload of school support,

especially since most schools are seriously under-resourced and under-capacitated. The national and provincial departments have acknowledged the immensity of the tasks and, since 1998, have started to devise programmes to support and build the capacity of districts in their policy, managerial and professional roles. The policy Reserve Fund (PRF) grants are an example of attempts to build district capacity. NGOs and donor funding, for instance the United States Agency for International Development (USAID), the Joint Education Trust (JET), and Policy Reserve Fund, have also focused on district improvement programmes.

The question arises: what are the building blocks necessary to develop district organizational and professional capacity? Spillane and Thompson (1997:23) argue that developing district professional capacity requires, above all, developing its human and social capital. Human capital refers to enhancement of district staff's knowledge, skills and commitment to the reforms. This can only occur if capable staff are appointed with the potential to enhance their policy analysis and implementation skills, their professional and instructional skills, and their change management and leadership skills. Training should be part of a well thought out human resources development policy which links training programmes to the organization's needs and job functions. This policy and training programmes should then be monitored, measured and amended accordingly. There is always a danger, as Roberts (2000:13) points out, that these skills training programmes for district staff will be designed in an ad hoc manner without being rooted in, nor having a direct application to, the staff's jobs and roles in the organization.

The term 'social capital' refers to the improvement of individual relations within the organization used to reach their goals. This assumes the existence of a work ethos and culture, which promote trust, collaboration, respect and a sense of agency and collective responsibility. This can only be developed if some of the bureaucratic management practices, which encourage active professional networks for educators and district personnel to share, reflect on the problems and improve on their mutual performance. It has been argued by some professional district leaders in South Africa that it is difficult but important for districts to develop a culture and practices which promote the staff's confidence and ability to be entrepreneurial, creative and purposive, as well as to take risks and learn by testing new ways of doing things (Fleisch, 2000:15).

According to Spillane and Thompson (1997:44), it is only if the human social capital is in place that additional financial capital will make a difference. Financial capital is also needed,

as well as effective mobilization, allocation and management of resources and time for the district's development and maintenance activities. I argue that district capacity building programmes must be part of a more formalized district improvement strategy, which is constantly monitored, reviewed and improved. As with schools, districts must reflect on their strengths and weaknesses and develop a vision and goals of where they want to go and how they will plan to achieve these goals. They will need some form of performance indicators and measurements to assess whether the plans have achieved their targets. They must monitor and evaluate their internal organizational processes, as well as their organizational outcomes, paying greater attention to their curriculum and instructional activities and results.

As with schools, internal pressure and support are not sufficient and will have to be accompanied by external pressure and support. Provinces must develop a provincial quality assurance system to monitor district performance, possibly with a system of incentives and sanctions. Too often, provinces are there to oversee, coordinate and monitor district delivery and policy implementation processes and outcomes, but they do not devote sufficient time and resources to support districts and work collaboratively with them on how to build their managerial, professional and organizational capacity.

2.2.4.3 District limitations in school improvement

Elmore (1993:19) pointed out that most school districts in the USA were not concerned with improving classroom instruction, rather they concentrated much on administrative matters, such as budget, personnel, scheduling, pupil behavior and parents' complaints. This is true of districts in South Africa, where they go to schools largely to harass educators. The (EAZ) Education Action Zone and sometimes called "scorpions" were visiting schools without capacity to develop the capacity of educators and as a result they failed to improve performance due to poor planning. De Clercq (2001:4) argues that school districts in South Africa do not plan or strategize for their work. They lack the capacity to approach and communicate with schools, resulting in them not being able to perform. As O'Day and Smith (in Furhman (1993 :226) asserts: *"lack of planning results in teachers misunderstanding the intent and vision of instructional practice imbedded on them and continue with old instructional policies"*. An example of this is Californian districts which implement higher order thinking, noted by Firestone as being different in the way the districts respond to the

instructional call. There were those districts that were actively involved and those that were not.

School districts in South Africa do not negotiate or communicate their work more effectively. They arrive at a school without an appointment, or sometimes send circulars at short notice, inviting educators to attend developmental workshops. As a result, they face resistance and do not have the power to summon the schools to attend. It is recommended that the school districts open channel of communication and make sure that time for workshops is effectively planned (De Clercq, 1999:9).

It is said that most districts in South Africa, especially in the historically disadvantaged areas, are operating in a most inviting environment, but without resources or capacity building. Khosa and Motala (1999:vii) argue that education reform continues to reflect poor implementation, due to the absence of minimum resources and teaching conditions. They also assert that there is a minimal coordination of training within provinces and a complete absence of such coordination within provinces.

2.2.4.4 District relationship with other level of governance

For districts to improve capacity in school improvement, it is important in this section to review literature on the causes of conflict between districts and the next level of governance, and to discuss suggested strategic interventions for overcoming the problem of alignment.

O'Day and Smith, as cited in Furhman (1993:257), argue that district and other levels do not sign when implementing projects. The South African and United States governments put more pressure on the provinces for immediate results, thus giving them the responsibility. They send them representatives to districts without any clear guidelines on how to go about implementing their policies. The national government is hurrying for delivery in order to avoid public and political criticism. The communication between these levels is ineffective and, as a result, they tend to differ in implementing projects. An example is the perception of policy by those who wished and those who did not wish to implement it (De Clercq, 1999:8). This paper argues that, in order to improve and account for their delivery, the government should introduce an effective way of communication so that all personnel in the education have access to information. This will make school district to defeat the problem of misalignment.

The government also plays a role in overloading and pushing contradicting instructional policies. The province, in order to avoid blame, sends directions to the district and expects them to change. While districts are busy struggling with the first policy, the government sends another one before the completion of the first project. The districts then have to abandon the first one so as to attend to the new one without delay. This results in conflict between districts and other levels of governance (O'Day & Smith, 1993:257). This is true of districts, when they go for implementation at schools they find it difficult to put into practice, as they do not have enough capacity building workshops or strong support from the province. As a result, they lack the knowledge to approach and implement policies. They do not have professional capacity to guide teachers at institutions. Besides lack of capacity and building, it would still be a problem if policies are contradicted and hurried from the top. As a result, educators find it difficult to understand so many circulars for change, leading to poor implementation, for example, while schools were busy with Development Appraisal System, another policy was drawn up focusing on rationalization. Based on the above, De Clercq (1995:5) called for the capacity of school districts, arguing that it would empower them with sophisticated skills and knowledge. On the other hand, Furhman (1993:104) asserted that it is essential to build the competence of educators to enhance content and pedagogy.

O'Day and Smith (1993:257) argue that conflict between overlapping formal and informal policies leads to problems of alignment and coherence. There is lack of strategic planning and prioritizing by the state, as they do not know which policy requires immediate attention. As a result, both districts and province get confused and blame each other. The same is true of schools, as they blame the district for not providing them with the opportunity for capacity building. One example of this was the establishment of Education Action Zones (Scorpions) in South Africa, with nobody knowing whether it was a formal body responsible for inspection or supervision. This led to conflict, as this body was not familiar with different education stakeholders, especially unions, who were said to be causing problems due to poor approach and communication. They could not understand their roles because they did not receive capacity building. Another problem was that many were drawn from schools without any experience in supervision and support. As Spillane (1996:44) assert, federal government in the USA had no general capacity for curriculum, the personnel being forbidden by the political practice.

To implement policies, districts must work at better approaches to school support, with less top-down imposition and more negotiating and buying the support of schools. Urgent negotiation must be undertaken with major stakeholders to create conditions of access to schools and classrooms for inspection. Different levels need to communicate their projects so as to avoid misalignment (Khosa & Motala, 1999: viii).

2.2.4.5 Ways to improve district capacity during school improvement

The purpose of the study being to investigate the capacity of District Learning Area Specialists, it is important to look at the efforts made to enhance the capacity of the district officials.

Districts become effective if funds are made available to build their internal strength. The DoE has made funds available to ensure that the districts improve and account for the delivery and support work done through the Educational Policy Reserve Fund. As De Clercq (1999:50) states, *"Policy Reserve Fund is interesting as it tries to improve district capacity at quality delivery and management by projects interventions"*. This will enable equity among school districts, since the money is directed towards improving the historically disadvantage districts.

In order for both schools and districts to effect change through the use of funds, it is suggested that these levels of governance strengthen their vision and mission. Having vision will enable them to understand how to go about using their available material, human and monetary resources. Hopkins (1997:25) categorizes schools according to their performance: sand, seed and brick. He further states that the schools with vision are those whose staff knows the different research trends implemented somewhere. These schools translate vision into reality.

For South African school districts to improve, they should have vision that will enable them to plan when, why and how to use available funds for improvement, as well as with whom. For the effective use of the education policy reserve funds, school districts capacitate schools on how to conduct development planning. This gives them the opportunity to conduct SWOT analysis for their schools, and this will allow them to know their strengths, weaknesses, opportunities and threats. Once they have these they will use the money effectively. Hopkins (1997:404) writes that: *"most unsuccessful schools will need to collect*

data to find out why they are unsuccessful and where to direct their efforts for the greatest improvement”.

Currently, the GDE is making bursaries available for its employees – both schools and office-based – so as to improve skills and knowledge on how to go about implementing the new curriculum. This will mean that all employees need to improve skills through capacity at institutions of higher learning. As Hopkins (1997:40) argues, where there are good working conditions staff become free to see a relationship through partnership as a means to improve academic achievement of both effective and low achieving schools. Partnership enables educators and school districts to deal with problematic learning areas solve the problem of learning materials. De Clercq (1999:5) Khosa and Motala (1999:viii) recommend that schools and districts form partnerships with the NGOs and tertiary institutions, so as to gain maximum support for capacity building development and implementation of policy and quality assurance activities.

In order to improve performance, schools and district should capacitate themselves. Those who are knowledgeable in the current reform should take a leadership role to capacitate those who are struggling. This will enable them to develop new skills, knowledge, values and attitudes towards policies in reform: *“Schools will not improve unless teachers develop individually or collectively. Teachers can often develop their practice on an individual basis. If the whole need to develop, these need to many staff development opportunity for teachers to learn together”* (Hopkins, 1997: 25).

Joyce and Showers (in Hopkins, 1997:25) suggest that for this to be effective, teachers need to undergo intensive training to acquire skills that will effect positive change in education. They further argued that there must be an employment of regular onsite coaching to facilitate vertical transfer of skills. It is important that, in order to improve our schools district in South Africa, capacity building takes this form. The experience in the Michigan district in the USA, Parkwood and Hamilton is that hey were successful in their reform as their training took a long time.

To effect positive change in education, the GDE has introduced a Developmental Appraisal system for both schools and district personnel, in order to enhance practice in school. However, teacher unions arguing that appraisal based on performance related pay has

divide South African Democratic Teachers Union (SADTU) members, and interrupted this. As a result, tension between district and schools worsened, as some schools did not want to implement it (Fleisch, 2001:35). Khosa and Motala, (1999:VIII) recommend that urgent negotiation be undertaken with major stakeholders to involve them in policy decision-making, and so commit them to change.

As another term of appraising and rewarding, the GDE has committed itself to the building of internal strength of all school-based educators, through National Annual Teachers' awards. This enables educators to complete for rewards and, as they do that, uplift the standard of education. Elmore (1996:83), in giving the USA experience, state that the state in Kentucky searched for fifty distinguished educators and put them through a training programme in leadership skills, method of personnel evaluation, school budget and finance, school curriculum and assessment. As a result, these educators become motivated and rewarded, and they then also encourage others to do their best. Although South African cannot do this, due to financial constrains, it is important that they try to emulate these examples.

2.4 CONCLUSION



To sum up, the review of the literature on school improvement and the role of district in school support work have helped us to identify the important issues when analyzing district interventions for curriculum improvement. The issues include District Learning Area Specialists' understanding of their policy and their school support role, vision and policy priorities, and strategizing of work school support interventions. Furthermore, the literature review provides recommendations for conducive organizational structure; combination of support and external pressure; issuing of incentives; rewards and sanctions; strategies and prioritizing of work; high level of professional leadership and capacity; establishment of partnership; monitoring and support as well as feedback.

Chapter 3 will present the implementation of the research design, research paradigm, and methodology, as well as the recording of raw data.

CHAPTER 3

RESEARCH DESIGN, METHODOLOGY AND RECORDING OF RAW DATA

3.1 INTRODUCTION

In this section the researcher will discuss different ways of collecting data with regard to the challenges facing educators during curriculum improvement. The research methodology will include sampling strategies, design, target population, empirical research, dependant and independent variables, measuring and reasons for the use of the instruments. Multiple methods of data collection will be used to increase the trustworthiness of this research study. The main goal is to research ways in which both office and institution-based educators could ensure the good implementation of the new curriculum, thus enabling the DoE to fulfill its vision.

3.2 REASONS FOR CHOOSING THE QUALITATIVE RESEARCH DESIGN, PARADIGM AND METHODOLOGY

3.2.1 Research design

Qualitative research design is defined as explorative, descriptive and contextual in nature (Mouton & Marais, 1991:107). The design of a research study involves the overall approach and the ways in which the study will be carried out, with whom and where. The researcher proposes qualitative research as a suitable method for this study because it will be emergent. The researcher will begin with an initial focus of inquiry and an initial sample and refine this as he engages in a continuing process of data collection and analysis, giving priority to the exploratory and descriptive focus, emergent design, data collection in the natural setting, and qualitative methods of data collection. Inductive data analysis and a case study approach to report research outcomes will enable the investigator to examine the literature for his qualitative study (Maykut & Morehouse, 1994:43-45).

3.2.2. Research paradigm

The term 'paradigm' refers to a loose collection of logically related assumptions, concepts or

propositions that are related (Schwandt, 2001:183). On the other hand, Bogman and Biklen (2003:23) define it as a type of cognitive framework, or an ideology. The researcher will be using the qualitative paradigm since humans are conscious of their own behavior, and the thoughts, feelings and perceptions of their informants are vital. Only qualitative methods, such as participant observation and unstructured interviewing, permit access to individual definitions, descriptions and meanings of events (Burns, 2000:388). The qualitative approach will be used to gather evidence that will reveal qualities of life, reflecting the multiple realities of educational settings from participants' perspectives (Burns, 2000:388). The researcher's role is to interpret the utterances made by the participants in order to gain an understanding of phenomena under investigation.

3.2.3 Sampling

The sample that the researcher chose to use in this study is made up of educators, Heads of Department and district officials responsible for curriculum support and monitoring. The reason for sampling is feasibility. In many cases it is easy to depict all members of a population of interest, such as District Learning Area Specialists. Sampling, for Kerlinger, quoted in De Vos (2000:191), is viewed as a subset of measurements drawn from the population.

3.2.3.1 Sampling criteria

The researcher will use simple random sampling so that every individual or event has a chance of being selected, in accordance with Martella et al. (1999:121). Sampling eschews certainty in favor of probability (Bless, 2000:83), a sample thus being "a small portion of the to set of objects, events or persons which together comprise the subject of our study" (De Vos, 2000:191). It assists in explaining some facet of the population.

Due to the limitations of a mini-dissertation, the researcher singled out Ekurhuleni West School mega district of Gauteng Department of Education and drew participants from the Curriculum Directorate and four primary schools within the mega district. Four educators and four Heads of Departments responsible for curriculum implementation were used. Eight District Learning Area Specialists responsible for curriculum support and monitoring were also used.

In random sampling every member of the population has an equal opportunity to be in the sample and pure chance is the only factor to establish who actually goes into the sample. This strategy, according to Vockel (1983:109), is theoretically the most accurate, since the limited group is drawn from a population and resembles the entire populations as closely as possible. If one wishes to compile accurate information about a group of persons, an excellent strategy is to assess every member of the group. This is noted by Bless and Higson -Smith (2000:83) as having properties which make it representative of a unit.

3.2.4 Research techniques used in this study

Prior to entering the field, qualitative researchers plan their approach to deciding what is to be recorded and how will it be recorded (Creswell, 1994:149-50. During data recording, all people are viewed as equals: the educators' view is regarded as just important as the Head of Department and education officials. This small number of subjects and the meaning that they attach to their actions in all setting are unique as they being observed and interpreted (De Vos, 2000: 244). The qualitative researcher attempts to become well acquainted with the people she or she is studying and their circumstances. Both the researcher and research subject interact to influence one another and are inseparably interconnected. In this study, the inner life of a person is highly significant. The researcher hopes to discover a theory that is grounded in data from informants (Cresswell, 19994:93). Data will be recorded through observing the involvement of participant. The researcher observes without participating and writing of field notes.

These are the advantages:

- The researcher does not have firsthand experience with informants.
- The researcher records information as it comes.
- Unusual aspects can be realized during observation.
- Interviews will be conducted, face-to-face and one-to-one. The researcher, where respondents are not available, will conduct the interview telephonically.

The following techniques are used to gather data for the research.

3.2.4.1 Interview as an approach to qualitative research

An 'interview' is a data collection format in which an interviewer asks the respondents questions and records their answers (Vockell, 1983:353). Therefore, additional techniques for recording events, such as note taking, audiotaping, and filming, have to be employed. Field notes are at times called 'analytic memos' (De Vos, 2000:286), and are helpful as they enable the researcher to retrace and explicate the development of the research design, the emergence of analytic themes as well as the systematic collection of data. From either the exploratory or structured interview the researcher chooses to use the latter. De Vos (1997:357) regards interviews as the most important methods of qualitative research, stating that this type of method is an attempt to understand the world from the participants' and unfold the meaning of people's perceptions to uncover their life experiences.

The Interview format will be one-on-one, face-to-face, in person, with both telephone interview and group interview informants. This process can be useful when informants cannot be directly observed, but can provide historical information that also allows the researcher 'control' over the line of questioning (Creswell, 1994: 150). On the other hand, Kemper (2000:47) states that interviews can be on a spectrum from completely open discussion to tightly structured questionnaires. The Interview provides even more opportunity for respondents to raise their own issues and concerns, but they are correspondently more time-consuming when analyzed.

3.2.4.1.1 Exploratory interview

An exploratory interview is designed to extract relevant ideas for subsequent data collection. It is informal and quite unstructured, relying on people's words and meanings as the data for analysis (Maykut & Morehouse, 1994:43–44). An exploratory interview is practical, as the researcher asks all the participants appropriate questions concerning the problem of the study.

3.2.4.1.2 Structural interview

During the interview the researcher concentrated on the following factors that helped in monitoring, namely:

- Respondents need to cooperate.
- The respondents need to know that their interaction with the interviewer will be pleasant and satisfying.
- The respondents need to see the study as being worthwhile.
- Barriers to the interviews in the respondents' minds need to be overcome (Nachamaias, et al., 1987:242).

They are developed in such a way that a respondent is not given ample chance to elaborate. However, there are advantages and disadvantages to using the interview as one of the methods of gathering data.

3.2.4.1.3 Advantages of interviews

- The interviewing strategy can be conducted at a relatively modest cost and in relatively brief time.
- It exposes the researcher to the participant's world views and permits considerable probing.
- It allows the investigator to probe, creating the flexibility that is so significant for exploring unanticipated issues.
- It allows participants to react and build upon the responses as they influence and interact with each other.
- It can provide speedy results.

3.2.4.1.4 Disadvantages of interviews

- The interviews also have challenges to overcome or negative results, such as recruiting the right people to participate in them.
- A researcher can choose an appropriate type of interview that suits his or her study.

3.2.4.1.5 Forms of interviewing

The researcher in this study will have to understand three forms of interview, before making any selection of which one to use. In the *structured interview* the content and procedure are well pre-arranged. This means that the process and wording of the questions are voluntarily planned. The *unstructured interview* is an open situation but needs a careful planning. It has excellent flexibility and independence. The *non – directive interview* is acquired from the conceptual interview. The respondent is characterized by the freedom s/he has to express intrinsic feelings. There are no set questions, or predetermined framework for recorded answers. The interviewer is there to restructure the respondents' answers and to continue searching without exception. The researcher might use it if complex attitude are displayed. In the focused *interview* the interviewer plays a more significant role and can initiate intelligible verbal hints.

Amongst these forms of interview, the researcher will use the unstructured; non-directive and focused interview conjointly, in order to bring trustworthiness, consistency, dependability, conformability, and transferability to the sample of the study (De Vos, 2000:240). These four aspects offer grounding for demonstrating trustworthiness (Krefting, 1991:215).

3.2.4.1.6 Interview guide and open-ended questions

An interview questions guide is a series of broad interview questions which the researcher is free to explore and probe with the interviewee (Maykut & Morehouse, 1994:83). The central aim of the guide is to affirm that the same topics are completed for each of the participants, whilst an interview schedule refers to an interview format, including a comprehensive set of questions for scrutiny. Questions in the interview guide should not provide potential responses for leading the participants. The interview guide must be tested prior to its use with the actual participants (De Vos, 2000:319). The application of the interview guide is helpful as it is more structure than the informal conversational interview. Its advantage is that interviewers can be sure to cover the needed topics for each participant (Martella, Nelson. Martella, 1999:289). The interview guide is designed in order to bring out its comprehension clearly.

3.2.4.1.6(a) Designing the interview

Before forming the interview guide, concepts from the topic to be investigated will need to be defined intelligibly. Furthermore, sensitive questions that capture the intent of the study shall be noted. The design of the interview guide is important as aspects establish the agenda for the interview and offer a structure within which the members in a group to be interviewed will interact. Questions will be categorized from the more general to the more specific. Those that are important should be placed at the beginning and those with a minimal significance put towards the end. The following taxonomies of questions are suggested by De Vos (2000:318):

- Opening question: It is factual.
- Introductory question: It introduces the general topic of the discussion.
- Key question: It ends the discussion. It contains three types of questions:
- The all things – considered question: It permits the participants to highlight the most relevant aspects that were discussed.
- The summary question: It must be asked after the research has given a short summary of the discussion.
- The final question: “Is there anything that we have missed?”

All questions are either ‘open-ended’ or ‘closed’ questions.

3.2.4.1.6(b) Open – ended questions

Open-ended questions are directed to the participants, whereby they are asked to provide answers (Martella, Nelson & Martella, 1999:560). The interviewer does not have to be skilful, rather the questions are pre-designed and structured sequentially. Because of this, a limited data is compiled for the work of the interviewees; nevertheless, during a qualitative interview enough information is accumulated. Open-ended questions are characterized by the “**Why? How? When? Where?**” with the respondent expected to elaborate when answering.

3.2.4.1.6(c) Advantages of open – ended questions

Open – ended questions have the following advantages:

- They are flexible;
- They allow the interviewer to probe so that s/he may go into depth if s/he chooses;
- They enable the interviewer to test the limits of the respondent's knowledge;
- They uplift cooperation; and
- They permit the interviewer to make a real assessment of what the respondent really believes.

Patton (1990), cited in Martella, Nelson and Martella (1999: 290–291), emphasizes six kinds of questions that are also asked of participants, concerning any topic. They may also have been mentioned previously, such “what did you...?”; Present “What are you?”; future “What will you?”. Such types of questions Patton regards as ‘timeframe questions’, for example relating to experience/ behaviour, opinion/ values, feelings, knowledge, senses, background and demography.

Prior to the interview phase, the researcher must reassure the participants that whatever is discussed in the interview should not be disclosed to any person, friend, parent or legal structure. De Vos (2000:330) adds that subjects who are videotaped, for example, should give their consent and be assured confidentiality. This is strongly emphasized. In this study the kind of questions asked are reflected in Appendix C1 to C2.

3.2.4.2 Questionnaires

Closed questionnaires are easy to process and evaluate as they can gain clear answers to specific questions. Questions should be carefully constructed so that the meaning is clear and unambiguous. It is also important to use open-ended questions to give respondents a chance to raise other issues of concerns (Kember, 2002:44). In this study the researcher chose to use open-ended questionnaires (see Appendixes A1 to A6 and B6).

3.2.4.3. Observations

Observations will be conducted by a variety of options within types, for example, where the researcher's role is known and can be observed without participating, because the researcher has firsthand experience with the participant. During this process the observer can record information to discuss, and can identify usual aspects of observation (Creswell, 1994:150). On the other hand, Garbers (1996:286) claimed that observation techniques provide valuable non-verbal information that allows the investigation to access invisible knowledge from respondents. In this study the researcher chose to observe the interaction of people in the district and also the manner in which district Learning Area Specialists communicated with visitors (see Appendix G).

3.2.4.4. Document analysis

Review of documents, such as public documents, newspapers and minutes of meetings, enables a researcher to obtain the language and words of participants. Documents will be accessed at a time convenient to the researcher as an unobtrusive source of information. They represent data that are thoughtful in that informants have given attention to compiling them. As written evidence, they save researchers time and expense of transcribing (Creswell, 1994:151). In this study the researcher chose to use minutes of previous meetings in order to assess their operational plans (see Appendix I).

Some respondents provided private documents, such as educators and facilitators' operational plans and reports for the future (see Appendixes I). As the interview and recording proceeds, multiple realities are socially constructed through individual and collective definitions of the situation. Subjects and phenomena, their thoughts, feelings and actions, are different and can only be studied holistically, as Schwandt (2001:118) explains, and therefore they develop context-bound generalizations (De Vos, 2000:281).

3.3. THE ROLES AND RESPONSIBILITIES OF THE RESEARCHER AND ETHICAL CONSIDERATION

3.3.1 Researcher's effects

work. The other roles highlighted by Creswell (1994:147–149) are identifying and mapping the data collection, considering the four parameters suggested by Miles & Huberman (1984) cited in Creswell (1994:149), for example:

- The setting: Where the study is to occur;
- The actors: Who will be observed or interviewed;
- The events: What will the actors be interviewed or observed about;
- The way events are carried out by the educators within the setting.

Indicating the types of data to be collected and offering a pretext for the data collection, such as observations, interviews, documents and visual images. Participating actively in the group selected and observing without providing any input are also important, as is embracing statements about past experiences of the investigator that provide familiarity with the topic and the setting or the informants. It is vital to consider steps taken to gain entry to the setting and to assure approval to study the informants or situation (Miles & Huberman, cited in Creswell, 1994:4). Taking note of sensitive ethical issues, such as sustaining confidentiality of data, asserting the anonymity of informants and using research for intended purpose is necessary, as is classifying the guidelines for the data collection. The main point of qualitative research is to *purposefully* choose informants who will best answer the research question. It is the responsibility of the researcher to prepare for the interview and involve the framework of a topic to be covered during the Interview.

3.3.2. Ethical consideration

Strategies to sustain confidentiality eliminate the risk of harm and embarrassment from those studies. In some instances participants should be informed when videotaping is taking place. It may be imperative to use video editors, to temporarily smudge identifiable features to protect the identity of participants. The researcher's promise to protect the research participants' right and decisions will be upheld in an effort to research others (Burn & Grove, 1993:94–108). Concerns about validity and reliability are common to all forms of research. The investigation should be conducted in an ethical way .

3.3.2.1. Informed Consent

According to De Vos (2000:25), obtaining informed consent means that all information on

the aim of the investigation, the procedures, advantages, disadvantages and dangers will be rendered to their legal representatives. The most fundamental principle for ethical acceptability is informed consent. The involved participants will have to be informed of the nature and purpose of the research, and its risks and benefits. They must consent to participate without coercion. Should the privacy of the investigation be compromised, the identity of the respondent would be harmed. In this research study the researcher applied for informed consent before the implementation of research methods (see Appendix F3).

Five basic elements put forward by Borg and Gall (1989:19) must be respected when seeking permission from persons who consent for themselves, and from people who offer consent for all those who cannot give consent themselves. The researcher's responsibilities include, among others, the following:

- He must give clarification of the aim of the research and the procedures that will be employed.
- He must offer an account of any probable risk and discomforts to the participant.
- He must give a description of any benefits that are reasonably expected, including incentives to participate.
- He must give exposure to any changeable procedure that might be advantageous to the participants.
- He must offer to answer any questions concerning the procedures to be followed.

3.3.2.2 Harm to experimental subjects

Harm could be emotional in the social sciences, but it is rare that one finds the respondent being physically harmed (De Vos, 2000:25). It is the responsibility of the researcher to protect the respondents against any type of physical and psychological discomfort. Emotional harm to respondents is not easy to detect. The researcher will clearly inform the respondents prematurely about the possible impact of the study. This would allow the subject to pull out from the investigation if he/she so wished. The researcher should seek permission before he or she gains entry to the sites, in this study. This researcher informed the participants that confidentiality would be ensured, as real names would not be used (see Appendix F3).

3.3.2.3. Permission to do research at the chosen sites

Permission involves the following:

- A letter of request is written to a particular site (school) where the investigation will take place (see a letter in Appendixes F1 and F2).
- Permission will also be sought from the GDE official to enter various schools to conduct interviews concerning the topic with the Heads of Department, educators and the GDE officials (see a letter in Appendixes F1 and F2).
- The purpose of the study will be highlighted.

In the request letters the researcher stated clearly what the research was all about and who the researcher wished to interact with (see Appendixes F1 to F3).

3.3.2.4. Debriefing

Once the data are collected, ethical practice suggests that the investigator will have to advise participants about the topic to be discussed, and clarify any questions which may arise. The debriefing also gives the go-ahead of the researcher to equip him or her with additional information which, if given in advance, may have biased the results. Since the study will employ an interview, participants (Heads of Department, educators and district officials) may be provided with a summary, as indicated by Cohen and Manion (1991:300).

3.3.2.5. Violation of privacy

According to De Vos (2000:27), violation of privacy can be seen as a violation of the right to independence and confidentiality, which can be viewed as synonymous. Privacy refers to components of personal privacy, while confidentiality points to the carrying of data in a confidential manner (De Vos, 2000:28). Privacy is defined as "that which normally is not intended for others to realize or assess" (De Vos, 2000:29). The researcher will have to respect the individual's right to decide when, to whom and to what extent his attitudes, beliefs and behavior towards the topic of the study will be disclosed. Individuals will be asked about how privately they prefer their personal information to be handled and will

expect the researcher to protect their right to privacy through confidentiality, and for information to be treated anonymously. The researcher must also have a password to open his computer to avoid anyone having access to the information stored. The researcher will have to avoid releasing information about individuals which may be recognizable to other people. In this study the researcher explained to the respondents what he required and assured them of confidentiality. Requests from organizations to be given access to the data collected should not be considered as they would create ethical problems regarding privacy.

3.4 REINFORCEMENT FOR TRUSTWORTHINESS

Trustworthiness, according to Lincoln and Guba in Schwandt (2001:258), refers to a simple set of criteria that have been provided for judging qualitative investigation. In *Naturalistic Inquiry* (1985) they explain criteria and associated procedures for judging the trustworthiness of naturalistic research. The term trustworthiness was displayed as the quality of investigation (and its findings). There are four criteria serving as the naturalist's equivalent to conventional criteria. Credibility, which is parallel to internal validity, addresses the issue of the inquirer providing assurances of the fit between respondents' views of their lives and the inquirer's reconstruction and representation of them.

To enable the researcher to develop and assess trustworthiness, the study compares relevant models to qualitative designs. This would encourage resistance, as Guba has stated in (De Vos, 2000:348). All research is open to criticism and there should be criteria by which qualitative research ought to be assessed (Holloway & Wheelers, 1999:162). Hence, the model for trustworthiness in qualitative research is said to be Guba's model of trustworthiness, intensified by Dyer (1995:127) when he states that validity and reliability render the certainty that the research instrument is capable of accommodating exact and meaningful answers to the research question.

3.4.1 The Guba's model of trustworthiness of qualitative research

Guba, cited in Schwandt, 2001:258), describes this model of trustworthiness as that quality of an investigation (and its findings) that made it noteworthy to researchers.

3.4.1.1 Truth-value: Transferability

The researcher will have to augment confidence in the process of the research through the inclusion of the preserved triangulation. Transferability is parallel to external validity, which deals with the issue of generation in terms of case-to-case transfer.

3.4.1.2 Applicability

The concept of applicability requires or predicts whether the finding of the study is rational and well directed.

3.4.1.3 Consistency: Dependability

Consistency is defined in terms of dependability, whereby the findings are expected to be proportional in order to provide sense of the investigation of the problem. Dependability, parallel to reliability, is focused on the process of the inquiry and the inquire responsibility for ensuring that the process is logically traceable, and documented.

3.4.1.4 Neutrality: Conformability

Neutrality is explained by means of confirmable faithfulness. It only functions on the information and the condition of the study, and not other biases, motivations and perspectives. Conformability is parallel to objectivity, and is concerned with establishing the fact that the data interpretations of an inquiry are not merely figments of the inquirer's imagination. It calls for linking assertions, and finding interpretations in readily discernible ways. Dependability, conformability, member checks and peer debriefing, among other procedures, were defined as most appropriate for credibility. In cases where the subjects were videotaped, for example, consent should be given and confidentiality ensured so that no one else will view the tape or listen to what has been captured on the tape recorder. This process forms part of the ethical considerations.

3.4.1.5. Confidentiality

The researcher shall ensure the interviewee that the information that is collected concerning

the capacity of district officials will never be disclosed to the police, relatives or others. The dignity of the interviewees will not be ignored, and this is emphasized by act No. 22 of the legislation. The interviewer, to enable the respondents to be more willing to open up, should create a relationship of trust. In some instances the identity of the researcher cannot be disclosed to the members who come to visit the interviewees while the process of investigation is on. Therefore, within the investigation, the researcher has different roles to play.

3.4.1.6 Triangulation

Marshall (1995:146) defines 'triangulation' as a combination of methodologies in the study of the same phenomenon, such as human behavior, that is a way of bringing together one source of information to highlight one fact. These methods might be taken from methods and approaches, such as different types of qualitative data collection strategies (Creswell, 1994:174-175). The joining together of qualitative and quantitative approaches is employed for a single study as it looks for convergence of the study (Creswell, 1994:175). It allows for the emerging of fresh perspectives. The mixture of the methods used in triangulation adds scope and breadth to a study. These two methods supplement each other. The use of triangulation to investigate the different viewpoints of participants shall produce different sets of data and the more the methods contrast with each other the greater the yield of information.

Triangulation, as defined by De Vos (1997:359), is the use of two or more research methods of data collection procedures drawn from both normative and interpretative techniques in combination with some aspect of human behaviour and the situations in which human beings interact within a single study (Cohen & Manion, 1991:269). These methods can therefore be employed with qualitative and quantitative methods and will allow for the study to be more reliable and valid. The study will follow more of a qualitative approach than a quantitative. Triangulation, characterized by validity, reliability and trustworthiness, is a technique that assists in overcoming the problem of method.

3.5 CONCLUSION

In this chapter the implementation and methods of collecting and recording raw data have

been discussed. Different questions are then to be put to different individuals. These are recorded in the Appendix A1 to A4 and the responses to the questions appear in Appendixes B1to B6 and C1to C5. Analysis of data and recording of findings from the study will be covered. The use of various methods in collecting data would definitely bring validity to the study, which would enable it to be transferable for use in other situations similar to the sample.

In the next chapter analysis of data and recording of findings from study will be explained and interpreted.



CHAPTER 4

ANALYSIS OF DATA AND RECORDING OF FINDINGS FROM THE STUDY

4.1 INTRODUCTION

In chapter 3 the research methodology of this study was discussed and relevant literature, where possible, was incorporated. The recording of raw data was briefly explained, while the questions and respondents appear in the appendixes. In this chapter, the data obtained from tapes of interviews, questionnaires, transcripts, field notes and observations will be presented and analyzed, with the emphasis on the meaning as constructed according to the given description of phenomenological research (Maykut & Morehouse, 1994:21). This chapter provides the researcher with experience of Heads of Department, educators and departmental officials whose role is to ensure the implementation and monitoring of curriculum policies.

4.2 DATA ANALYSIS METHODS



The collection and analysis of data are activities that place simultaneously (Meriam, 1988:1) Analyzing qualitative data, as far as Schwandt (2001: 6) is concerned, means breaking down a whole into its component parts by categorizing and coding its segments, and relating the codes or categories to one another. Bogdan and Biklen (1992:2-4) stress that data collected, analyzed and interpreted is rich in description of people, places and conversations, and is not easily handled by statistical procedures in a way of approaching the empirical world, with the assumption that nothing is trivial. Everything contains a clue that might lead to a more comprehensive understanding of what is being studied. No statement will escape scrutiny.

According to Creswell (1994:153), in qualitative analysis, data analysis is conducted simultaneously with data collection, data interpretation and the narrative report. In this research, study transcriptions and field notes of the data gathered will be analyzed. The investigator will therefore minimize data to patterns, categories or themes and then interpret this data. For the purpose of this researcher the following methods of analysis will be used.

4.2.1. Inductive analysis

Inductive analysis is a characteristic of qualitative studies which makes it outlast the hypothetic – deductive method used in the human sciences (Schwandt, 1991:125). A qualitative researcher has to analyze data inductively, beginning with silence, working from the data to get into preconceived models, hypothesis or theories. A flexible research design is followed which starts with only vaguely formulated research questions in data - the methodological assumption. Theory is progressed from the bottom – up and not from the top – down; this is 'grounded theory', with characteristics of constant comparison of data with emerging categories (Creswell, 1994:12). The data analysis process will take the structure of a funnel, meaning that things would be more open at the beginning (or top) and become more composed and specific at the bottom (Bogdan & Biklen, 1992:282).

Theory has therefore developed after the researcher has spent time with his subjects and generated data. The researcher is not putting together a puzzle whose picture is already known. The picture is being constructed as the researcher collects and examines the parts. The researcher uses part of the study to learn what the important questions are. She/he does not assume that enough is known before undertaking the study (Bogdan & Biklen, 1992:31). In this research study, the researcher started his analysis when he entered the gates of the schools. At the end of the research he takes the categories or themes back to the participants, discusses and finds out whether the endings are accurate, this being known as "trustworthiness" and "authenticity" of the study, driving the facts of the finality to the ontological issues of what is real (Creswell, 1994:4 & 157).

4.2.2 Categorization

De Vos (2000: 272) refers to the process of categorization as grouping of concepts that seems to relate to the same phenomena. These categories come from the researcher himself. The name chosen normally is the one that appears most rationally, linked to the data it represents. The procedure is watching, observing, experiencing and asking, interviewing, inquiring with responses modes such as "yes" or "no (Cohen & Manion, 1991:317). These two groups of techniques are so basic and so unassuming that when a qualified researcher applies one of them she or he would be compelled to decorate it with

bits of abstract language.

This researcher will categorize the research questions and responses according to different clusters, for example Heads of Departments, educators and District Learning Area Specialists. The researcher asked educators from four schools the following question, which was answered differently: Do you understand your roles in relation to those of the District Learning Area Specialists?

4.2.3 Data verification and validation

Verification and validation both indicate the justification and logical correctness of the findings. This means that the conclusions accurately represent the phenomena to which they refer. The findings are to be backed up by evidence (Schwandt, 2001: 267). According to Cohen and Manion (1991–318), the other means of validating interview measures is to compare with another measure that has already been presented to be valid. This type of comparison is known as 'convergent validity'.

4.2.3.1 Verification

In order for the research to be successful when dealing with the qualitative data analysis, more thought and effort is needed as qualitative data analysis is not nearly as straightforward as quantitative data (De Vos, 2000:294). The researcher shall independently be writing reactions, beliefs, attitudes, expectations, and interpretations, and decide on their method of synthesizing the data. In order to achieve greater validity, the researcher tries by all means to minimize the amount of bias. The interest will be to seek answers that support the preconceived suppositions, misperceptions on the side of the researcher as an interviewer and misunderstanding of what is being asked. Reality is subjective and multiple as seen by participants in a study's ontological assumption. This addresses the question: what is the nature of reality?

4.2.3.2 Validation

The researcher would have to be skilful in order to add validity to the study and make certain that his or her relations and attitudes towards the participants is being inseparable and interacting with that being researched that is the epistemological assumption (Creswell

1994:5).

4.2.4 The process of data analysis

The process from the focus of individual interviews was transcribed verbatim from audiotape. Maykut and Morehouse (1994:127) report that the audiotape receives credit for providing both collection and analysis of data. The raw data from the interview responses and observation, as well as documents and files, are selected then labeled accordingly.

4.2.5 Analysis procedure using Tesch's approach

Mathebula (2000:27) quotes Flick, explaining that analysis is one of the classical procedures for analyzing textual material, no matter where it comes from, ranging from media product to interview data. He also states that the most suitable methods of data analysis are coding, categorizing, and clustering of data. Once after organizing the data, the researcher made sure that all the field notes were accounted for. The researcher drew three bars and divided them into causes, effect and recommendations. The approach derives from Creswell (1994:155).

4.2.5.1. The qualitative procedure of Tesch's approach

These are the steps followed in Tesch's approach:

- All transcripts are to be carefully read to enable the researcher to gain a sense of the overall picture.
- The most exciting transcript is selected to find the underlying meaning of the participants' experiences. Denzin and Lincoln (1978:6) mentions that the aim of interviewing is to render these words understandable from the point of view of a theory that is grounded in the conducts, languages, definition, as well as feelings of those studied. Supporting this statement, the researcher will picture himself in the participants' boots and try to understand their situations (Huysamen, 1994:166).
- The researcher will group together similar and dissimilar topics. This will assist the researcher to get the final finding of his research study.
- He will take this list and go back to his data, abbreviate the topics as codes and write the codes next to the appropriate segments of the text. The researcher will try

out this preliminary organizing scheme to see whether new categories and codes can emerge.

- He will find the most descriptive wording for topics and turn them into categories.
- Looking for reducing the total list of categories by topics is followed by relating them to each other. Lines are drawn between categories to show interrelationships.
- He will make a final decision on the abbreviation for each category and assemble the data material belonging to each category in one place and perform a preliminary analysis.

4.3 PRESENTATIONS AND DISCUSSION OF RESEARCH CATEGORIES

All the questions and responses of participants were categorized. Questions for all participants (Heads of Departments, educators and District Learning Area Specialists) were placed separately from one another. All the participants in this study were females and this was due to the fact that the study focuses much attention on primary schools in which female educators predominate.

4.4 RESEARCH FINDINGS

The researcher went through the responses and summed up the findings as per group of participants interviewed and filled in questionnaires. The group included themes, categories and subcategories of the participants’ experiences during curriculum improvement by concentrating on professional relationship between office and school based educators, the manner in which they share their activities through operational plans, the clarification of their most important roles and how they are involved in the development of themselves and others.

4.4.1 Discussion of research findings

MAJOR	CATEGORIES AND SUB- CATEGORIES
Experiences of Head of Department and Educators' relationship with District Learning Area Specialists	Experiences and complains from educators due to ill treatment from District Learning Area Specialists <ul style="list-style-type: none"> - Lack of respect

	<ul style="list-style-type: none"> - Use of language - Consultation and communication
Experiences of Head of Department and educators during communication of programmes and planning with District Learning Area Specialist.	Experiences in the implementation of programmes <ul style="list-style-type: none"> - Plan up to standard - Achievable - Understandable - Time frame - Venue clearly defined
Experiences of Head of Department and Educators in clarifying their roles in relation to those of the District Learning Specialist	Experiences in clarifying the roles of both office and Institution based educators <ul style="list-style-type: none"> - Roles clearly defined - Set of goals for the achievement of vision
Experience of Head of Department and educators in developing oneself and others.	Experiences in the development of one self's and others <ul style="list-style-type: none"> - Planning and preparation - Time duration - Monitoring - Feedback

Table 4.1: Theme 1: Experiences and difficulties raised by school-based educators during curriculum support by the district

CATEGORY 1	Educators want project and activities to be aligned	<ul style="list-style-type: none"> - Messages should be Clear and not confusing (project alignment)
CATEGORY 2	Educators want to be assisted- with application and complains	<ul style="list-style-type: none"> - Support and monitoring of work - Feedback be given after intervention
CATEGORY 3	Educators want time set for development to be changed and duration to be lengthened	<ul style="list-style-type: none"> - Specialist prepare and plan for the workshop - Specialist arrive early for workshops - Visit schools for support after training

Table 4.2: Theme 2 Suggestions given by both the office and school – based educators with

regards to problems they faced during curriculum improvement

4.5 RECORDING OF FINDINGS

The recording of findings will be done according to themes. Educators will be recorded separately from the HOD and DLAS. The responses of all educators were grouped together and analyzed. Other participants were treated in the same manner.

4.5.1 Recording of findings from the responses of Head of Department

4.5.1.1 Professional relationship

- Findings from the responses to question 1

The data revealed that most of the District Learning Area Specialists held the principles of Batho-Pele when dealing with educators in schools. The Heads of Departments seemed to understand the concept Batho-Pele. Only one Head of Department interviewed seemed to have a problem with the manner in which the Batho-Pele principles is applied. She indicated that there are those who come to schools not to support educators but to judge on the work of educators. The Head of Department said: *"they used to look at the wrongs not into issues of development"*.

- Findings from the responses to question 2

The study revealed that most of the Heads of Departments appreciated the good approach displayed by the District Learning Area Specialists. The HODs stated that the district Learning Area Specialists had changed from an old approach, whereby they used to be harsh when they approached the educators, to one that is acceptable in the new era. One educator seemed to be neutral in terms of the approach displayed by the Learning Area Specialist during curriculum support and monitoring. She stated that those people sometimes approached them positively and sometimes harshly. She further noted an instead of coming with a corrective approach to the problem, criticizing the efforts made by educators.

4.5.1.2 Operational functions

- Findings from the responses to question 3

The study revealed that the Heads of Departments seemed to have a problem with the understanding of operational plans. Their explanations were as follows:

HOD for school A: *"Planning that we use in the classrooms for the implementing of RNCS".*

HOD for school B: *"They usually give us the management plans".*

HOD for school C: *"To have plans for your activities".*

- Findings from the responses to question 4

The study revealed that all Head of Department in schools were aware of how the district officials operated. In terms of their operation, the Head of Department received their programmes of the officials during workshops. In case there was no workshop in that month the programmes were communicated through district pigeonholes.

The Heads of Departments also complained that although the communication of programmes were done, sometimes the information did not reach the school but they heard from schools nearby that there was an activity conducted by the district.

- Findings from the responses to question 5

The study revealed that these planning of the District Learning Area Specialists did assist educators greatly since they knew what was expected of them. They also indicated that these helped them to accomplish their set vision of their schools. One official stated that *"they move with us to achieve, I can make mention of Mathematics".*

4.5.1.3 Roles clarification

- Findings from the responses to question 6

The study revealed that not all Head of Department were aware of the vision of the GDE. Those who knew the vision stated that it was communicated during workshops and training during cluster meetings. One HOD stated that she knew the vision of her school and not that of the GDE.

- Findings from the responses to question 7

The study revealed that not all Heads of Departments were aware of the roles of the District Learning Area Specialists, what they knew are the roles that they had to fulfill in schools. One HOD said: *"Yes I do understand my roles as an HOD but not sure of those of the District Learning Area Specialist"*.

- Findings from the responses to question 8

The study revealed that Heads of Departments were faced with difficulties in attending the workshops in the afternoon. They felt that those types of workshops were unnecessary since by then they were already tired.

One Head of Department thought it necessary for the District Learning Area Specialists to come into schools per appointment. This was due to the fact that these people sent the confusing messages to schools which resulted in educators not knowing exactly what was expected of them. One respondent said: *"They should come together and agree rather than sending the confusing messages to schools"*.

The Heads of Departments were also of the view that the District Learning Area Specialists needed to make some follow-ups to check the implementation of programmes rather than to leave educators alone without assistance.

4.5.1.4 Human resource development

- Findings from the responses to question 9

The study revealed that all the Head of Departments do understand the concept professional development. When one looks at the definitions given, it shows that they all

could talk much about their own development and they defined professional development as follows:

"It means helping a person to grow and be able to take initiation."

"To change with new developments from the old to new system of education".

"I understand of as a means of improving your abilities".

- Findings from the responses to question 10.

The study revealed that Heads of Departments do attend INSET, stating that notes for these types of INSET were sent to schools through schools' pigeonholes from the district. The Heads of Department also stated that they did not always attend INSET, but only where there was a need for them to know about the new information and developments.

- Findings from the responses to question 11

The study revealed that not all the INSET programmes were developmental and beneficial. It was found that some of the workshops were positive and some negative. The reason is that the time allocated for the workshops was not enough for people to grasp all the information. The study quotes one Head of Department as saying, *"Some of the INSET is positive but others seems to be wasting time"*.

- Findings from the responses to question 12

The study reveals that the time set for these INSET is not enough, since they have to struggle with all the curriculum change. However, not all Heads of Department were of the above opinion. One did not seem to have a problem with time.

4.5.2 Recording of findings from the responses of educators

4.5.2.1 Professional relationship

- Findings from the responses to question 1

The study revealed that not all educators were happy with the way the District Learning Area Specialists treat them in schools. The study revealed partial relationship between educators and Specialists. It is stated that they had moved with change.

“It is very good nowadays they do not treat us like before. If we do not know something they give us contact numbers and their office numbers for consultation.”

One educator who doubted integrity of the district officials stated that some Specialists did not treat them in a professional manner.

- Findings from the responses to question 2

The study revealed that not all educators were pleased with the manner in which the District Learning Area Specialists approached them when they looked for work. There were those who approached educators in a positive manner and those who did not. The educator who valued their approach as well said: *“They are no more fault finders but they serve as supporters in curriculum change and when they leave we know what is expected of us”.*

The educator who valued their support as negative said: *“The approach is unacceptable to others, when they want work they do not have a good approach.”*

4.5.2.2 Operational functions

- Findings from the responses to question 3

The study revealed that from the four educators who were interviewed, only one did not understand what the operational plans were. The response was not clear as to whether or not she understood the operational plans of the District Learning Area Specialists. However, the majority of educators in this study were of the opinion that the district learning Area Specialists shared their operational plan with them. They agreed that they were all aware of the programme of the specialists. They knew what would happen. Educators cited an example by saying: *“they give us programs for their work with dates for retention; one may also communicate with them”.*

- Findings from the responses to question 5

The study revealed that all educators received help from the district intervention programmes to accomplish the vision of the GDE. Some made mention of the Learning Areas they were offering, such as Mathematics and English. They worked with their facilitators, one educator saying: *"They do assist me, I do not know about others I can make an example of EMS. The official calls us during weekends and we feel very happy about that. The facilitator will leave her things and come and assist us"*.

4.5.2.3 Clarification of roles

- Findings from the responses to question 6

The study revealed that only a few educators were not aware of the vision of the GDE. This was simply because the GDE officials coming to schools did not preach the vision of the GDE. The majority stated that they were aware of the vision of the GDE since they had them mounted on school walls for reference.

- Findings from the responses to question 7

The study revealed that educators knew the roles they had to play in education, since their role was to implement the policies of the DoE. However, in terms of the district roles during curriculum support and monitoring, they had a problem since they could not understand the roles of the district curriculum specialists. The reason was that when they came to schools they only interacted with the Heads of Departments, leaving the feedback with them but finding some were not competent enough to give feedback. They said that there was *"Confusion of roles, we do not know exactly what their roles are. They do not interact with us when they come to schools but they interact with HOD. This in its self becomes a problem, We are the ones who know our teaching staff"*.

Only a few educators who understood the roles of District Learning Area Specialists acknowledged this, saying that they played a supportive role and monitoring function to schools.

- Findings from the responses to question 8

The study revealed that educators seemed to be concentrating more on paperwork than on the learners. They felt that this needed to be attended to as soon as possible.

Some educators felt that the information to schools must be made available on time for the educators to prepare for their coming rather than sending it in a very short space of time.

The study also revealed that educators felt that the facilitators should also look at what the educators were doing when they came to check their work, not only concentrating on the HOD's work. They should deal with the principal through checking their curriculum files.

4.5.2.4 Human resources development

- Findings from the responses to question 9

The study revealed that the majority of educators knew what professional development meant, viewing it as: "to be kept abreast with new innovations".

- Findings from the responses to question 10

The study revealed that the majority of educators acknowledged having received INSET from the district. They agreed that they had attended the INSET at least twice a month. The district curriculum support staff invited them to workshops and cluster meeting to clarify issues of concern. They were given a programme to follow. The dates of their workshops and cluster meetings were also given. They said: *"We are involved according to our learning area. If is for Maths we meet with Maths specialist"*.

- Findings from the responses to question 11

The study revealed that the INSET educators received was helpful. One educator sited the EMIS as an example. She stated that the training she received from the curriculum support specialist from the district was educative.

- Findings from the responses to question 12

The study revealed that none of the educators were happy with the manner in which time was set for development. They stated that going for a workshop after school was a waste of time because by then they were already tired. The educator from school B said: *“the time is awkward – 14h00, I am already executed as I am from the classroom. RNCS is not sufficient to be conducted in five days only”*.

4.5.3 Findings from the responses of District Learning Area Specialists

4.5.3.1 Professional relationship

- Findings from the responses to question 1

The study revealed that the majority of Learning Area Specialists are aware of the Batho – Pele principles and the application. They said they applied them when they interacted with educators.

DLAS A said:

“I respect and try to answer their concern and help them as much as I can”.

DLAS B said:

“I know that there are 8 Batho – Pele principles guiding employees of Education Department on how to work”.

DLAS C said:

“When we visit schools we make sure that educators are treated with dignity and that is to ensure a friendly working relationship”.

- Findings from the responses to question 2

The study revealed that all Learning Area Specialists applied professionalism in schools.

- Findings from the responses to question 3

The study revealed that the majority of specialists viewed the relationship as acceptable. They said that educators treated them as colleagues with knowledge and skills to assist

them. Specialist B said: *"like I have already indicated educators see us as people coming to support them, but there are still some educators doubting our roles. They think we are there to judge"*. This is true of a few educators who did not accept the roles of specialists: *"they take us as people to criticize their good work"*.

- Findings from the responses to question 4

The study revealed that Learning Area Specialists used different approaches to deal with educators who were not disciplined or problematic. Some specialists made use of the live function approach whereby they reported the problem to the SMT to deal with. They stated that they did not have powers to summon educators who were not doing their work effectively.

4.5.3.2 Operational functions

- Findings from responses to question 5

The study revealed that all specialists followed a particular plan of action that guided them in their day-to-day contact with schools. In their planning they ensured that dates, venue and time were well known to educators in good time.

- Findings from the responses to question 6

The study revealed that the majority of specialists ensured that they planned according to the GDE policy, in order to achieve the vision of their schools. Some specialists ensured that they went out to monitor and support the work of educators in procedures to make them do the job according to the planned programmes of the GDE. The study also revealed that in order to do this they normally attended curriculum information forums in order to update their knowledge around issues of curriculum.

- Findings from the responses to question 7

The study revealed different methods of communication by specialists. The majority of specialist agreed that they communicated their activities with educators in schools through

workshops, cluster meetings and visits to schools. Sometimes they wrote notices to schools and those became the responsibility of the school to collect from their school pigeonholes.

- Findings from the responses to question 8

The study revealed that it was the policy of their district office to submit the weekly planning of their activities to their immediate supervisor for control. They also touched on the submission of monthly reports to the supervisor to communicate their activities for the months and to see if they had achieved their goals. The DLAS responded as follows:

DLAS A: *"We normally submit our weekly plans to the supervisor and compile a quality report".*

DLAS C: *"Through my reports and submission of my weekly plans to my senior".*

DLAS D: *"It is the policy of the district that we need to submit our plans for a week and to write reports".*

4.5.3.3 Clarifications of roles

- Findings from the responses to question 9

The study revealed that all Learning Area Specialists knew what the Department wanted to achieve. They indicated quality education as the desired outcome.

- Findings from the responses to question 10

The study revealed that specialists were aware of their roles in the district being to monitor and support the implementation of policies by schools.

- Findings from the responses to question 11

The study revealed that the creativity of some facilitators was being undermined in terms of decision making. Educators were not getting support from the school management teams, and they had to do things on their own without being monitored or supported. HODs must know what is going on in their Learning Areas through supporting and monitoring the work of

educators.

The study also revealed that the district had got many schools, thus disabling them from supporting all schools. Specialists said the following:

Specialist D: *"Having many schools in our district with lack of manpower to support schools. Employment of more specialists will relieve the workload and in so doing we will be able to reach all schools".*

Specialists B: *"No support of educators from HODs. HODs who do not know their roles. Period of INSET to be extended not less than 7 days".*

4.5.3.4 Human resources development

- Findings from the responses to question 12

The study revealed that all District Learning Area Specialists were aware of professional developments taking place in their district and schools.

- Findings from the responses to question 13

The study revealed that the majority of District Learning Area Specialists developed themselves through participating in all the district and provincial programmes. They attended workshops and Curriculum Information Forums (CIFs) in which they communicated the vision and mission together.

The study also revealed that the district Learning Area Specialist develop their educators through cluster meetings and other relevant workshops they conduct after school. Specialist B said: "I develop myself through reading the policies of the GDE and also participating in the development workshops. Educators are being developed at our cluster meeting".

- Findings from the responses to question 14

The study revealed that the District Learning Area Specialists did meet with the other

specialists from other districts in Gauteng and the province. The study also revealed the concern that although they met to update one another in issues related to curriculum improvement, the specialists did not gain from those typed of developments, as the province tended to repeat their capacity-building programmes.

- Findings from the responses to question 16

The study revealed that the duration allocated to these workshops was not enough, as educators could not manage to cope with all the information given to them within a very short space of time after contact time.

- Findings from the responses to question 17

The study revealed that the majority of District Learning Area Specialists argue that they do give feedback sometimes, but not always. Some District Learning Specialists argued that they gave immediate feedback after interaction with educators: *“Sometimes we give them feedback immediately after meeting with educators. Monitoring is done through the district intervention programmes”*.



4.6 CONCLUSION

In terms of the research study, the researcher approached it mainly from critical analytic as well as interpretive perspective. The approaches assisted in analyzing how the DLAS monitor and support educators in the implementation of the new curriculum reforms. In order to ensure full implementation of new curriculum policies, the findings from the study suggest the following: professional support and monitoring; delegation of authority; staff motivation and capacity building.

In chapter 5 the above stated findings as well as findings listed in chapter 2 will be further analyzed and discussed and then recommendations and concluding remarks will be presented.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

In this chapter, the research data will be summarized and implications of the findings will be analyzed and the study as a whole will be evaluated. This will be followed by recommendations and conclusion.

5.2 SUMMARY

Chapter 1 provided a general overview of the investigation conducted in this study. This chapter also provided a general study programme to be followed. The literature review in chapter 2 concluded that there is a need for the district as a level close to schools to support and monitor the implementation of education policies. The interviews, document analysis, observation and literature review were conducted in order to obtain and gather relevant information. The literature review stated the experiences of the school district abroad during curriculum support and the other things related to schools. The use of the literature from abroad was to contextualize it in the South African education system, since it does not have much literature concerning school districts. The implementation of research methodology and recording of raw data was discussed in chapter 3. In chapter 4, analysis of data and recording of findings from the study was also dealt with. Finally, in chapter 5 the summary, findings on the responses of participants, recommendations and conclusions are also conducted in the finalization of the report.

5.3 RESEARCH FINDINGS

In this study the research findings are divided into two sections. Section one deals with findings from the empirical data. Section two deals with findings from literature study.

5.3.1 Findings from the empirical research and critique

Under this section the researcher summarizes the findings through the discussions of the

responses of all participants

	Profession relation	Operational functions	Roles clarification	Professional development	Recommendations
Heads of Dept	Judgment work	Pressure to implement	Pressure implementation	Afternoon workshops	Professional support and mentoring
Educator	Non application of Batho Pele Principles	Lack of capacity to carry out the job	Lack of role clarification Flow of information	Duration and time	
DLAS				Duration and time Shortage of staffing	

Table 5.1: Summary of the findings from the empirical research

5.3.1.1 Findings from the responses of Heads of Departments and critique

5.3.1.1(a) Professional relationship



The study found that although the majority of the Head of Department viewed the DLAS as officials with respect and willingness to support with the implementation of the new reforms, those who were against the specialists argued that these officials came to schools to criticize their work instead of providing professional support through teacher development, curriculum guide and orientation to the selection of learning support materials.

Although the majority of Heads of Departments were of the view that the type of approach by the DLAS was acceptable, some viewed them as people who were sometimes harsh. They argued that some specialists approached them as “inspectors” of the past who only used to harassing educators.

5.3.1.1(b) Operational functions

The study revealed that the majority of HODs, although they understood the operational

functions of the DLAS, experienced difficulties when distributing information to schools. They complained that some information concerning the workshops and other programmes reached the schools only after the workshop dates had expired. As a result they had been blamed for the lack of implementation of policies.

The study revealed that through the district operational plans, the HODs knew exactly what was expected of them. They were excited about the manner in which the District Learning Area Specialists used to operate.

5.3.1.1(c) Clarification of roles

The study revealed that the majority of the HODs did not understand the vision of the GDE. Those interviewed were unable to interact with the vision of the Department, but only those of their schools. However, the officials were surprised to hear about that since all schools received the vision of the GDE.

In terms of the roles played by the DLAS, the HODs were of the view that the roles these people played were not clearly defined. They complained that District Learning Area Specialists came to schools and demanded the implementation of many policies, which caused confusion and sometimes they were not related to curriculum. One Head of Department said: *"Yes I do understand my roles as HOD but not those of the District Learning Area Specialists"*.

When asked about challenges, the majority of the HODs complained that although they attended workshops, they felt that time allocated for the workshops was not enough for them to understand everything to be implemented. According to them, they complained that time used for these workshops was in the afternoon and during that period of time they were already exhausted.

The study also revealed that the majority of the Heads of Departments complained about the District Learning Area Specialists not negotiating and agreeing in their meetings about what they had to do when they visited schools. When they visited schools they sent confusing messages to schools and this resulted in Heads of Department getting confused. They simply went to schools without clear guidelines.

5.3.1.1(d) Human resources development

The study revealed that the majority of the HODs understood the concept of professional development. This was due to their being able to talk about the different developments they received. One Head of Department stated that it meant helping a person to grow and be able to take initiation.

The study revealed that the majority of the HODs were willing to participate in the INSET arranged by the district office, but the problem was that there was a communication breakdown when notices were sent to schools. The information did not reach the institutions on time and, as a result, many Heads of Departments found it difficult to manage the educators due to the lack of information discussed during the workshops.

The study also revealed that most of the workshops or training sessions arranged by the DLAS were meaningless as they were arranged after contact time. They complained that during that time they were already tired. The impression was that *“some of the INSET are positive but others are wasting time”*.

Again the study revealed that Heads of Departments seemed not to grasp all the information due to their being called in the afternoon before finishing what they were supposed to do. They presented and facilitated the workshops late when educators were about to leave. They could not attend to all the concerns raised by educators because they were ill-prepared.

5.3.1.2 Findings from the responses of educators and critique

5.3.1.2(a) Professional relationship

The study found that although there was a working relationship between the District Learning Specialists, there were some DLAS who treated educators with disrespect. Some specialists did not apply the Batho – Pele principles when they visited schools. They were disrespectful to educators and instead of supporting them they criticized most of the initiatives they were taking.

5.3.1.2(b) Operational functions

The study revealed that not all educators knew the operational functions of the District Learning Area Specialists in their respective institutions. The few educators who were not aware believed that the district was not doing enough to communicate the intentions of programmes with educators, and this resulted in them not doing enough to fulfill the vision of the DoE. These groups of educators felt that these programmes sometimes did not reach them as they did not attend the workshops or cluster meetings due to the lack of communication by the district.

However, the majority of educators were of the view that some District Learning Area Specialists did well in their jobs since they committed themselves to the fulfillment of the vision of the DoE. They planned in such a way that educators benefited from meeting with them. As one educator noted:

“They assist me, I do not know about others. I can make an example of EMS. The official sometimes calls us on weekends and we feel very happy about that. Some facilitators go for an extra mile. If we request for assistances, the facilitator will leave her things and attend to us”.

5.3.1.2(c) Clarification of the roles

The study revealed that the majority of educators were not aware of the vision of the GDE due to the fact that the District Learning Specialists did not communicate when visiting schools to support the intervention programmes.

The study also revealed that most educators were aware of their roles and responsibilities they had to play in education. They all touched on the implementation of policies of the DoE. Educators complained that they did not know the roles of the District Learning Area Specialists because when they visited schools they talked and gave feedback to Heads of Department.

The educators complained that some Heads of Departments were not competent in their work. They recommended support from the DLAS as the unit for curriculum support. One

educator said:

"There is confusion of roles. We do not know exactly what their roles are. They do not interact with us as educators. When they come to schools they communicate with the Heads of Departments. This in itself becomes a problem as I am the one who know my staff".

The study also revealed that educators complained about paper work being so heavy that they even ignored their most important role, namely teaching, due to continuous paper work preparation to be checked by the district officials. The educators felt that information from the district did not reach them accordingly. As a result they were criticized by specialists for not doing their work. This is due to their not being given enough time to prepare themselves for teaching, but having to concentrate on paper work that did not directly benefit the learner.

5.3.1.2(d) Human resource development

On the question on professional development, the study revealed that educators were informed about the concept development, as they were able to define it. They agreed on participating in the workshops at least twice in a month. They were willing to participate in the INSET since they benefited a lot from these. They were invited to these capacity building initiatives by their Learning Area Specialists, sometimes by calling clusters. When asked about the time allocated for the INSET all were of the view that the time was not enough for them to cope with change or innovation in education. They saw this additional workload as inconvenient: *"The time is awkward – 14h00? I am already exhausted as I am from class. The RNCS cannot to be conducted within the period of five days".*

5.3.1.3 Findings from the responses of District Learning Area Specialists and critique

5.3.1.3(a) Professional relationship

The study revealed that the majority of the DLAS, when they visited schools, were guided by Batho - Pele principles on how to treat the public. They believed that it was through the application of these principles that they were able to achieve the goals set by the GDE. They also emphasized that the previous approach of inspection could not work in this era as educators wanted to be treated with respect and dignity. They were sure that openness and respect became the order of the day. In so doing they were able to influence educators to

buy into the process.

The study also revealed that District Learning Area Specialists applied the new democratic approach of shared vision and collegiality as they encouraged educators to comment on any programmes given during intervention.

Furthermore, the study revealed that through the application of Batho- Pele Principles, the DLAS viewed the relationship with educators as one which promoted collegiality. Educators started viewing them as colleagues. However, there were still those educators who were not sure of whether the Learning Area Specialists were their colleagues.

The study revealed that, in cases of disciplining the unbecoming behavior, the DLAS did not have powers to summon educators but had to report that to the school management team. That then became the responsibility of the school management to deal with the unbecoming behavior.

5.3.1.3(b) Operational Functions

The study revealed that the District Learning Area Specialist followed a particular programme of actions when they had to intervene. They ensured that these plans or operational plans were distributed to schools, indicating dates, venues and time to urge educators in schools to follow these programmes.

Planning, as was revealed, was guided by the priorities of the provincial DoE and the office of the premier to ensure that educators were in line with the vision of the GDE. Specialists went out to support and monitor their work through visiting their sites and meeting with their clusters. In these meetings and workshops they answered questions raised by educators.

The majority of District Learning Area Specialists submitted their weekly planning to their supervisor in order for them to check the value of them and ensure that they were in line with what the GDE or the national DoE wanted to achieve. To ensure that their plans were achieved, the study revealed that they submitted monthly reports to their superiors and there was an instrument used by the district office for reporting. The study quotes the District Learning Area Specialists as saying the following:

Specialist A: *"We normally submit weekly plans to the supervisors and compile monthly report".*

Specialist C: *"Through my report and submission of my weekly plans to my senior".*

Specialist D: *"It is the policy of the district that we need to submit our plans for a week and also to write reports".*

During document analysis submitted by some District Learning Area Specialists, the researcher found that planning and reporting were applied to ensure the alignment of activities and even to engage all curriculum players in planning for their activities.

5.3.1.3(c) Clarification of roles

On the question of the vision to be achieved by the GDE, the study revealed that all DLAS were aware of its vision and mission. Most of them touched on the best quality education for all. The study revealed that some specialists would like to do much better but their creativity was being undermined, as they were not involved in decision-making.

The study also revealed that the DLAS complained about the roles and responsibilities of the HODs in institutions. Their concern is that the Heads of Departments were not doing justice in developing the capacity of their educators in schools. Some of them responded as follows:

DLAS B: *"no support of educators from HOD. HOD who does not know his roles, period of inset to be extend not less than 7 days".*

The study also revealed that the majority of DLAS complained about the number of institutions they had to support and monitor in their district, and as a result the majority of educators were not monitored or supported, with the district seen as being a mega-district with more than 370 schools,

DLAS D said: *"Having many schools in our district with lack of manpower is a problem. Employment of new people will relieve the workload and in so doing we will be able to reach all schools"*

5.3.1.3(d) Human resources management

The study revealed that the majority of the DLAS knew the concept 'professional development'. They confirmed their participation in the professional development conducted by the district, head office and sometimes by service providers. They stated that these workshops and training helped them so much when they visited schools to support, monitor and to implement curriculum policies. They were able to assist educators in terms of curriculum guide, selection of learner support materials and teacher development. One DLAS B said:

"I develop myself through reading policies of the GDE and also participate in the development workshops. Educators are developed through cluster meetings".

The majority of District Learning Area Specialists also highlighted that the type of capacity provided by the provincial DoE was not enough, as they gained less. The DLAS complained about most of the provincial coordinators came to these CIF unprepared. This resulted in the District Learning Area Specialists being confused in terms of what they had to say to educators. They also complained about provincial coordinators who repeated the information they discussed in the previous meeting.

The specialists revealed that the time and duration set aside for some workshops were not enough. They indicated that they had to meet with the educators after hours when educators were already exhausted. The study found that the duration per workshops ranged from 1 to 2 hours. This, they said, was not enough for educators to understand all the things they had to implement in the new curriculum.

This also resulted in the monitoring being a problem, since educators had to struggle in the implementation of policies due to the fact that there was not enough time allocated for development. The specialists made educators aware of the progress they were making in the implementation. This was done after each and every transversal visit through the use of the district instrument to provide feedback of every finding.

5.3.2 Findings from the literature review and critique

THEORIES	MAJOR CONCERNS	RECOMMENDATIONS	CRITIQUE
Curriculum/ school improvement	Failure to generate support from within	Conducive organizational structure Combination of support and external pressure Issuing of incentives rewards and sanctions	Negligent Not dedicated
Roles and limitations of school districts - District roles - Capacity building - District limitations - District relationship with other levels	Pressure and unnecessary demands Lack of powers to discipline educators who do not comply Ineffective monitoring system	Strategizing and prioritizing of work Staff motivation High-level of professional leadership and capacity Alignment of project and activities Organizationally effective	Little time to prepare Not attending developmental workshops Officials not receiving capacity to discipline educators Educators are more protected by their unions

Table 5.2: Summary of the findings from literature review

The table above is the summary of the findings from the literature review. It shows the major concerns raised and the recommendations given to overcome the challenges facing educators during the curriculum improvement. It was found that the generation of internal support, pressure and necessary demands, lack of powers were the major findings from literature review. The findings from literature review recommended that the following be done in order to overcome the challenges facing educators in both office and school based educators:

Conducive organizational structure; combination of support and external pressure; staff motivation,; strategizing and prioritization of work; high level of professional leadership and capacity; alignment of project and activities and organizational effectiveness.

The findings from both empirical and literature review had so much in common for example, monitoring and support and lack of powers to discipline those educators failing to comply with

the policy. On the other hand, most of the recommendations given in both findings tended to support one another. This showed that the literature used in this study was relevant.

5.4 RECOMMENDATIONS

The study recommended that since it was found that there was lack of project coherence and alignment in the district, learners would benefit if all the District Learning Area Specialists could meet before visiting schools in order to discuss their activities to be conveyed to schools. This would enable educators to have common understanding of the policy rather than receiving confusing messages from different specialists' point of view. The facilitators should agree on particular activities so that they stand by one voice. It is also important for both office and institution-based educators to commit themselves to change. They need to consider each other as colleagues in education and must know that they need to work together as professionals. One level should not look down upon the other as this will result in resistance by educators' unions.

It seemed that educators lack knowledge of policy compliance. It should be clearly indicated to educators that it is a law that all educators need to comply with the policy. Educators needed to be taken through the curriculum policy in order to implement the Outcome - Based Education (OBE). The district as the level next to schools needs to guide institutions on how to comply with the policy. Both levels should be checked to ensure that all procedures and processes in the policies are being followed.

The roles of the district should be clearly defined. This would make educators know that the District Learning Area Specialist is there to help them. The study has found that the majority of educators do not know why specialists come to schools. Most view them as "inspectors" of the past, whose concern was to judge and criticize the good practice of educators. It is time that the educators knew that the roles of the districts are to monitor and support the work of educators in the implementation of policies.

In their study, O'Day and Smith (in Furhman: 1993:257) state that the Department has a problem of overlapping and contradicting policies and this resulted in other levels not knowing what to implement and what to ignore. The Department issues circulars and policies, which

sometimes contradict one another. Based on this it is important that the Department wait for the circulars to be implemented rather than rushing to introduce another formula. This will give ample opportunity for the educators to cope with the impact of the first policy.

On the other hand (Elmore 1993:93), in his studies on districts, found that school districts in the USA were able to assist the schools through curriculum guides, teacher development and sections of Learning Support materials. In South Africa it was found that both the educators and Learning Area Specialists were not happy with the development they received. This is due to some coordinators and Learning Area Specialists coming to the workshop unprepared and ill-informed. It is important that all educators prepare their work before they go out to train others. The Department should take steps to empower all educators at all levels of governance so that the learners can benefit from the education system.

It was also found that the majority of educators complained about time and duration set for the workshops. They stated that the time set for these developments was not enough. It is of importance that the issue of time be taken into account. It is the role of the district to manage time effectively in order for educators to participate in the developments. The majority of educators recommend that days for the training regarding curriculum development should be extended to more than five days and an on-going development should follow instead of a one-off event.

It is important that during support and monitoring, the District Learning Area Specialist should encourage educators to participate fully. Those who still criticize the work of educators need to adapt with the approach of the new era, where development is said to be the key. They should appraise rather than criticizing the work of educators. Feedback should be positive rather negative. The negative feedback will discourage educators who are otherwise willing to learn.

It is also important that the office- and school-based educators should understand the principles of Batho – Pele and the vision of the DoE. This will enable them to work together and consult one another. The system of communication should be through speed delivery.

De Clercq (2001:15) in her studies on districts also found that the district curriculum officials do not have powers to summon educators who are not complying with the policy for

accountability. It is important that the District Learning Area Specialists be given powers to summon non-implementers of policy. If their posts could be graded to the levels of the principals of institutions they would be able to discipline educators who are not serious about the principles of accountability.

5.5 RECOMMENDATION FOR FURTHER RESEARCH

The researcher recommended that since there is a need for effective management and governance of schools, it is important that the role of institutional development and support officers also be looked at. This would facilitate the implementation of curriculum in schools, as there will be systems in place.

5.6 CONCLUSION

The purpose of this research was to investigate the roles and limitations of District Learning Area Specialists in supporting and monitoring the implementation of the new curriculum reforms. It was evident from this research that there were a number of challenges around the monitoring and supporting roles of the district officials. Some of the challenges included improvement on the following aspects: project coherence and alignment, and monitoring and support. However, the success of the schools will depend on dedication and collaboration among stakeholders. Furthermore, all stakeholders should be prepared to change from remaining in their comfort zones and start to create opportunities for all, which would make all learners responsible citizens of the country.

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**APPENDIX A1 TO A6: QUESTIONNAIRES AND RESPONSES BY DISTRICT LEARNING
AREA SPECIALISTS**

Appendix A1: Responses to questionnaires by DLAS A

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the principles applied during curriculum support and monitoring?	X		
3. Is your approach acceptable? Motivate.	X		
4. Is discipline applied effectively? Motivate.	X		
Operational functions			
4. Do you know what operational planning is?	X		
5. Are the priorities of the GDE considered when planning?	X		
6. Are the operational plans monitored to achieve the vision of the GDE and the priorities of the MEC or the Provincial Government?	X		
7. Are the programmes in the operational plans achieved? Why do you say so?	X		Not all of them because of time frame and the number of schools in the district.
Clarification of roles			
8. Are you aware of the vision of the GDE?	X		
9. Are your roles clearly defined? If no what do you think should be done?	X		Sometimes we overlap due to understaffing.

10. Are educators aware of your programmes to be achieved?	X		
11. Do educators implement your planned programmes and initiatives of the GDE?	X		
Human Resource Development	X		
12. Do you understand the concept professional development?	X		
13. Do you have developmental programmes with you?	X		
14. Is the development given to you beneficiary to the professional growth of yourself and educators?	X		We have just started with the process of IQMS, still drafting our PGP's.
15. Is the work of educators monitored and feedback given?	X		We always have planning meetings for the coming year.
16. Is the time allocated for INSET sufficient for your own personal development?	X		

Appendix A2: Responses to questionnaires by DLAS B

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the principles applied during curriculum support and monitoring?	X		
3. Is your approach acceptable? Motivate.	X		
4. Is discipline applied effectively? Motivate.	X		
Operational functions			
4. Do you know what operational planning is?	X		
5. Are the priorities of the GDE considered when planning?	X		
6. Are the operational plans monitored to achieve the vision of the GDE and the priorities of the MEC or the Provincial Government?	X		
7. Are the programmes in the operational plans achieved? Why do you say so?	X		
Clarification of roles			
8. Are you aware of the vision of the GDE?	X		
9. Are your roles clearly defined? If no what do you think should be done?	X		
10. Are educators aware of your programmes to be achieved?	X		
11. Do educators implement your planned programmes and initiatives of the GDE?	X		
Human Resource Development			
12. Do you understand the concept professional development?	X		

13. Do you have developmental programmes with you?	X		
14. Is the development given to you beneficiary to the professional growth of yourself and educators?	X		
15. Is the work of educators monitored and feedback given?	X		
16. Is the time allocated for INSET sufficient for your own personal development?	X		



Appendix A3: Responses to questionnaires by DLAS C

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the principles applied during curriculum support and monitoring?	X		
3. Is your approach acceptable? Motivate.	X		
4. Is discipline applied effectively? Motivate.	X		
Operational functions			
4. Do you know what operational planning is?	X		
5. Are the priorities of the GDE considered when planning?	X		
6. Are the operational plans monitored to achieve the vision of the GDE and the priorities of the MEC or the Provincial Government?	X		
7. Are the programmes in the operational plans achieved? Why do you say so?	X		
Clarification of roles			
8. Are you aware of the vision of the GDE?	X		
9. Are your roles clearly defined? If no what do you think should be done?	X		
10. Are educators aware of your programmes to be achieved?	X		
11. Do educators implement your planned programmes and initiatives of the GDE?	X		
Human Resource Development			
12. Do you understand the concept professional development?	X		

13. Do you have developmental programmes with you?	X		
14. Is the development given to you beneficiary to the professional growth of yourself and educators?	X		
15. Is the work of educators monitored and feedback given?	X		
16. Is the time allocated for INSET sufficient for your own personal development?		X	



Appendix A4: Responses to questionnaires by DLAS D

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the principles applied during curriculum support and monitoring?	X		
3. Is your approach acceptable? Motivate.	X		
4. Is discipline applied effectively? Motivate.	X		
Operational functions			
4. Do you know what operational planning is?	X		
5. Are the priorities of the GDE considered when planning?	X		
6. Are the operational plans monitored to achieve the vision of the GDE and the priorities of the MEC or the Provincial Government?	X		That should be the case to realize the objectives.
7. Are the programmes in the operational plans achieved? Why do you say so?	X		
Clarification of roles			
8. Are you aware of the vision of the GDE?	X		
9. Are your roles clearly defined? If no what do you think should be done?	X		Not really, as we happen to engage ourselves in everything.
10. Are educators aware of your programmes to be achieved?	X		
11. Do educators implement your planned programmes and initiatives of the GDE?	X		Not all the time.
Human Resource Development			

12. Do you understand the concept professional development?	X		
13. Do you have developmental programmes with you?	X		
14. Is the development given to you beneficiary to the professional growth of yourself and educators?	X		
15. Is the work of educators monitored and feedback given?	X		
16. Is the time allocated for INSET sufficient for your own personal development?	X		



Appendix A5: Responses to questionnaires by DLAS E

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the principles applied during curriculum support and monitoring?	X		
3. Is your approach acceptable? Motivate.	X		
4. Is discipline applied effectively? Motivate.	X		
Operational functions			
4. Do you know what operational planning is?	X		
5. Are the priorities of the GDE considered when planning?	X		
6. Are the operational plans monitored to achieve the vision of the GDE and the priorities of the MEC or the Provincial Government?	X		
7. Are the programmes in the operational plans achieved? Why do you say so?	X		
Clarification of roles			
8. Are you aware of the vision of the GDE?	X		
9. Are your roles clearly defined? If no what do you think should be done?	X		
10. Are educators aware of your programmes to be achieved?	X		
11. Do educators implement your planned programmes and initiatives of the GDE?	X		
Human Resource Development			
12. Do you understand the concept professional development?	X		

13. Do you have developmental programmes with you?	X		
14. Is the development given to you beneficiary to the professional growth of yourself and educators?	X		
15. Is the work of educators monitored and feedback given?	X		
16. Is the time allocated for INSET sufficient for your own personal development?	X		



Appendix A6: Responses to questionnaires by DLAS F

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the principles applied during curriculum support and monitoring?	X		
3. Is your approach acceptable? Motivate.	X		
4. Is discipline applied effectively? Motivate.	X		
Operational functions			
4. Do you know what operational planning is?	X		
5. Are the priorities of the GDE considered when planning?	X		
6. Are the operational plans monitored to achieve the vision of the GDE and the priorities of the MEC or the Provincial Government?	X		
7. Are the programmes in the operational plans achieved? Why do you say so?	X		
Clarification of roles			
8. Are you aware of the vision of the GDE?	X		
9. Are your roles clearly defined? If no what do you think should be done?	X		
10. Are educators aware of your programmes to be achieved?	X		
11. Do educators implement your planned programmes and initiatives of the GDE?	X		
Human Resource Development			
12. Do you understand the concept professional development?	X		

13. Do you have developmental programmes with you?	X		
14. Is the development given to you beneficiary to the professional growth of yourself and educators?	X		
15. Is the work of educators monitored and feedback given?	X		
16. Is the time allocated for INSET sufficient for your own personal development?	X		



APPENDIX B1 TO B6: QUESTIONNAIRES AND RESPONSES BY HEAD OF DEPARTMENT AND EDUCATORS

Appendix B1: Responses to questionnaires by educator at school A

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the Principles applied by all district officials when coming to support for the implementation of the curriculum?	X		
3. Is their approach acceptable?	X		
Operational functions			
4. Do you know what planning are for?	X		But sometimes we are not clear
5. Do the curriculum officials from district assist you with the planning of your work?	X		
6. Are their operational plans assisting you in fulfilling the vision of your school?	X		
Clarification of roles			
7. Are your roles clearly defined?	X		
8. Do you know the vision of the District Learning Area Specialists?	X		
9. Are their programmes clearly communicated to you?	X		
10. Do you receive necessary support from the District Learning Area Specialists?	X		
Human resources development			
11. Do you understand the concept professional development?	X		
12. Are you empowered in your Learning Area by the District Learning Area Specialists?	X		
13. Is the training offered received by all	X		

educators?			
14. Is the training and workshop developmental?	X		
15. Is the feedback given to you?	X		Only to HOD
16. Is the implementation monitored after the workshops?			Only toHOD



Appendix B2: responses to questionnaires by educators at school B

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the Principles applied by all district officials when coming to support for the implementation of the curriculum?			
3. Is their approach acceptable?	X		
Operational functions			
4. Do you know what planning is for			
5. Do the curriculum officials from district assist you with the planning of your work?	X		
6. Are their operational plans assisting you in fulfilling the vision of your school?	X		
Clarification of roles			
7. Are your roles clearly defined?	X		
8. Do you know the vision of the District Learning Area Specialists?	X		
9. Are their programmes clearly communicated to you?	X		
10. Do you receive necessary support from the District Learning Area Specialists?	X		
Human resources development	X		
11. Do you understand the concept professional development?	X		
12. Are you empowered in your Learning Area by the District Learning Area Specialists?	X		
13. Is the training offered received by all educators?	X		
14. Is the training and workshop developmental?	X		
15. Is the feedback given to you?	X		

16. Is the implementation monitored after the workshops?	X		
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Appendix B3: responses to questionnaires by educator at school C

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the Principles applied by all district officials when coming to support for the implementation of the curriculum?	X		
3. Is their approach acceptable?	X		
Operational functions			
4. Do you know what planning is for			
5. Do the curriculum officials from district assist you with the planning of your work?		X	There is communication breakdown
6. Are their operational plans assisting you in fulfilling the vision of your school?		X	Most of them do not prepare well
Clarification of roles			
7. Are your roles clearly defined?	X		
8. Do you know the vision of the District Learning Area Specialists?	X		Not exactly
9. Are their programmes clearly communicated to you?	X		Communication problem
10. Do you receive necessary support from the District Learning Area Specialists?	X		Communication problem
Human resources development			
11. Do you understand the concept professional development?	X		
12. Are you empowered in your Learning Area by the District Learning Area Specialists?	X		This is the Maths area only
13. Is the training offered received by all educators?	X		
14. Is the training and workshop developmental?	X		

15. Is the feedback given to you?	X		100%
16. Is the implementation monitored after the workshops?	X		



Appendix B4: Responses to questionnaires by HOD at school A

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the Principles applied by all district officials when coming to support for the implementation of the curriculum?	X		
3. Is their approach acceptable	X		
Operational Functions			
4. Do you know what planning is for?	X		
5. Do the curriculum officials from district assist you with the planning of your work?	X		
6. Are their operational plans assisting you in fulfilling the vision of your school?	X		
Clarification of roles			
7. Are your roles clearly defined?	X		
8. Do you know the vision of the District Learning Area Specialists?	X		
9. Are their programmes clearly communicated to you?	X		
10. Do you receive necessary support from the District Learning Area Specialists?	X		
Human resources development			
11. Do you understand the concept professional development?	X		
12. Are you empowered in your Learning Area by the District Learning Area Specialists?	X		
13. Is the training offered received by all educators?	X		
14. Is the training and workshop developmental?	X		

15. Is the feedback given to you?	X		
16. Is the implementation monitored after the Workshops?	X		



Appendix B5: Responses to questionnaires by HOD at school B

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the Principles applied by all district officials when coming to support for the implementation of the curriculum?	X		
3. Is their approach acceptable	X		
Operational Functions			
4. Do you know what planning is for?	X		
5. Do the curriculum officials from district assist you with the planning of your work?	X		
6. Are their operational plans assisting you in fulfilling the vision of your school?	X		
Clarification of roles			
7. Are your roles clearly defined?	X		
8. Do you know the vision of the District Learning Area Specialists?	X		
9. Are their programmes clearly communicated to you?	X		
10. Do you receive necessary support from the District Learning Area Specialists?	X		
Human resources development			
11. Do you understand the concept professional development?	X		
12. Are you empowered in your Learning Area by the District Learning Area Specialists?	X		
13. Is the training offered received by all educators?	X		
14. Is the training and workshop developmental?	X		

15. Is the feedback given to you?	X		
16. Is the implementation monitored after the workshops?	X		Not always.



Appendix B6: Responses to questionnaires by HOD at school C

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles?	X		
2. Are the Principles applied by all district officials when coming to support for the implementation of the curriculum?	X		Not all of them.
3. Is their approach acceptable	X		
Operational Functions			
4. Do you know what planning is for?	X		
5. Do the curriculum officials from district assist you with the planning of your work?	X		Not always.
6. Are their operational plans assisting you in fulfilling the vision of your school?	X		
Clarification of roles			
7. Are your roles clearly defined?	X		
8. Do you know the vision of the District Learning Area Specialists?	X		
9. Are their programmes clearly communicated to you?	X		Not exactly.
10. Do you receive necessary support from the District Learning Area Specialists?	X		
Human resources development			
11. Do you understand the concept professional development?	X		
12. Are you empowered in your Learning Area by the District Learning Area Specialists?	X		
13. Is the training offered received by all educators?	X		
14. Is the training and workshop developmental?	X		

15. Is the feedback given to you?	X		Not always
16. Is the implementation monitored after the workshops?	X		



APPENDIX C1 TO C2: INTERVIEWS PREPARED FOR DLAS, HOD AND EDUCATORS

Appendix C1: Interviews prepared for District Learning Area Specialists

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. Do you understand Batho Pele Principles and how are they applied to schools?			
2. Does your attitudes reflect professionalism when interacting with educators?			
3. How do educators relate to you during curriculum support?			
4. How do you deal with educators who are reluctant to comply with the policy?			
Operational planning			
5. How do you operate in your work?			
6. How do you ensure the fulfillment of the vision of the GDE and the priorities of the Provincial Government?			
7. How do you communicate your operation to educators?			
8. How are your planned programs monitored to ensure the attainment of the GDE vision?			
Clarification roles			
9. Are you aware of the vision of the GDE? Briefly explain?			
10. Are you aware of your roles to schools? Please explain.			
11. What are the most important challenges in the district and schools? And what are the issues that you would like to change?			
Human Resource Development			
12. Do you understand the concepts professional			

development?			
13. How do you develop yourself and educators?			
14. How do you meet with the province and other district to develop yourself?			
15. Is development beneficial to the professional growth of yourself and that of educators?			
16. Could you comment on the duration and time allocated for the development of yourself and educators?			
17. How is the feedback and monitoring done?			



Appendix C2: Interviews prepared for HOD and educators

QUESTIONS	YES	NO	COMMENT
Professional relationship			
1. How are the principles of Batho Pele applied by the District Learning Area Specialists?			
2. Is their approach to school acceptable?			
Operational functions			
3. What do you understand by the operational plans			
4. How are the operational plans communicated to you?			
5. Do their operational plans assist you in accomplishing your vision?			
Clarification of roles			
6. Are you aware of the vision of the GDE? How is shared to you?			
7. Are you aware of your roles and those of the District Learning Area Specialists? How do you ensure full participation to accomplish to the vision of the GDE?			
8. What are the issues that you would like to change in the current intervention by the district Learning Area Specialists?			
Human resources development			
9. Do you understand the concept professional development? If yes what do you understand about it?			
10. Do you attend INSET? If yes how?			
11. Is the INSET beneficiary to your professional growth?			
12. Is the time allocated for the INSET sufficient for your personal development?			

APPENDIX D1 TO D6: RESPONSES BY DISTRICT LEARNING AREA SPECIALISTS:

Appendix D1: Responses by DLAS A

1. Educators are expected to plan according to the RNCS policy – educators are supported and monitored.
2. Yes.
3. Their attitudes are okay since they see my knowledge and skills in mathematics.
4. We work according to the according to the live function of the school HOD, deputy and the principal.
5. Normally we work with a plan and follow up my program.
6. Through monitoring and support of educators at school level. We normally attend CIF.
7. Write letters to schools phone schools and they collect.
8. We normally submit our weekly plans to the supervisor and quarterly report compiled.
9. Quarterly.
10. Monitoring and support.
11. The number of school we are servicing lack the capacity to teach mathematics.
12. Through workshops and CIF meetings.
13. Educators planning meetings.
14. CIF (Curriculum Information Forum).
15. Sometimes they tend to report so they do not.
16. Is not enough and I have to study on my own.
17. Through official report book.

Appendix D2: Responses by DLAS B

1. When we visit schools we make sure that educators are treated with dignity and that is to ensure a friendly working relationship.
2. Yes.
3. Like I have already indicated educators see us as people coming to support them, but there are still those educators doubting our roles. They think we are there to judge them.
4. It is important that you consult with the SMT more specially the HOD, to find out what might be the problem.
5. I have got programmes I like to accomplish. I ensure that I follow the programmes.
6. I plan according to the GDE policy and ensure that those priorities are being followed.
7. During workshop, and sometimes I send notices to schools.
8. Through weekly submission of plans and also report writing to the coordinator.
9. Delivering quality in education.
10. Monitor and support the implementation of GDE policies.
11. No support of educators from HOD. HOD, who does not know their roles, period of inset to be extended not less than 7 days.
12. Yes, that is to grow professionally in the field of your specialisation.
13. I develop myself through reading the policies of the GDE. Also participate in the development workshops. Educators are being developed through our cluster meeting.
14. CIF Curriculum Information Forum in and we meet once in a month.
15. Partially – some meeting just to waste our time since the province does not come with something new.
16. It is not enough as educators could not manage to cope with all the information given to them within 5 days or some times after contact time.
17. I give immediate feedback after the meeting with school monitoring is done sometimes.

Appendix D3: Responses by DLAS C

1. I respect and try to answer their concern and help them as much as I can.
2. Yes.
3. They relate to me as a colleague.
4. Find out their problem and challenges, and plan a system to help and monitor. them, I even give them permission to call at any time.
5. I plan the dates; write a letter to school to tell them the purpose of my visit.
6. I make sure I plan according to the policy of the GDE.
7. I plan and identify the dates. Sent the letters in advance. I conduct workshops to tell them about my operational plans.
8. Through my reports and also submitting my weekly plans to my senior.
9. Service delivery, Batho –Pele principles and best service.
10. To make sure that educators get support strategies and other relevant things in my LA.
11. My commitment as an educator makes me succeed
12. In the learning area also provide up port to educators, making sure that learners get variety of culture for example in terms of planning, conducting workshop, everyone must be respectful.
13. I attend workshops, meeting the colleagues doing the same job as mine to ask assistance where I have got challenges.
14. Once a month.
15. Partially, sometimes is just a waste of time.
16. Time is not enough.
17. Give report immediately to the school which includes the recommendations, I do make follow ups if possible.

Appendix D4: Responses by DLAS D

1. I know that there are 8 Batho Pele principles guiding the knowledge of the department on how to work.
2. Yes.
3. Educators are positive but some educators still have got a problem with us. However we try by all means to introduce a friendly working relationship.
4. It is a problem to us to summon educator, we do not have powers, as facilitators to discipline them, you just report to the principal.
5. I have got a program that is guiding me in my work; I use the guide and plans.
6. Planning, monitoring – support.
7. I communicate my activities through a pigeonholes, I call them to meetings and workshops.
8. It is the policy of our district that we need to submit our plans for a week and also to submit a report.
9. Is to strive for the best quality education in South Africa.
10. Support and monitoring.
11. Having many schools in our district with lack of main power to support schools employment of new people will relieve our work load and in so doing we will be able to reach all educators.
12. Yes.
13. Through capacity building workshops with my educators, I conduct series of workshops and meeting as per my plans.
14. CIF – this simple mean Curriculum Information Forum to share the new skills and knowledge to develop ourselves.
15. Partially – some coordinators lack knowledge of what they have to share with us.
16. Not enough.
17. Sometimes we give them immediately after monitoring is done through the programs.

Appendix D5: Responses by DLAS E

1. I used Batho-Pele every time I visited schools. I make sure that I respect the educators not only in the school also in the office I try to be open and transparent.
2. Sometimes you are forced to change attitudes to educators who do not comply
3. Both positive and negative. Those who do their jobs accept us positively but those who do not are negative.
4. Line management, we do not have powers to discipline them.
5. According to the GDE vision.
6. Planning, monitoring and support.
7. During workshops. Sometimes I just call some few clusters then the leaders will inform the others.
8. Through school visit and sometimes we call the to the meetings to deal with that.
9. Quality education for all in order to redress the past imbalances.
10. Yes I am aware of my roles as that of planning monitoring and support.
11. Educators not complying with the policy. Educators do not take.
12. Yes.
13. I develop myself by reading all policies of the Department of Education. I develop my educators by worshipping them and also calling meetings.
14. Through CIF's (Curriculum Information Forum) to discuss issues to be taken to schools for implementation.
15. Partially- not all the co-coordinators know what they are doing. They also not monitor us to check if we are doing enough with schools.
16. That of us it could sound enough but most educators complain that they are not copying with all the staff given to them.
17. Through intervention programmes and cluster workshops progress. After each every visit we give report of the findings.

Appendix D6: Responses by DLAS F

1. We make sure that educators are taught to understand that they should see us as educators also. They need not be afraid when we visit them to schools.
2. We talk to them in a friendly manner. But not always.
3. These days they start to understand that we come to support not to criticize. Because of this they start to understand us.
4. Since we do not have powers to we just report them to the management of the school.
5. I ensure that before I go to schools I plan for my activities for a week and these plans are taken to the supervisor for monitoring.
6. I make sure that when I plan I consider the priorities although you cannot directly say you to do that. I plan and monitor my activities.
7. I call them to meetings and workshops to discuss the coming programmes
8. The supervisor checks all our activities for the week and we also submit reports of what we are doing.
9. Smart service delivery for quality public education.
10. Yes monitoring and support the implementation of curriculum in schools. Also assist learners with barriers.
11. Lack of communication, coherence and alignment of activities. Not having powers to summon educators not implementing.
12. To uplift oneself developmentally and academically to cope with the new demands in life.
13. I participate in all development programmes initiated by schools, district and provincial office.
14. CIF to discuss new development in education more especially issues related to the curriculum.
15. Lack of planning by the province as a result they tend to not understanding things to be implemented.
16. The time is not enough for us and educators to understand every thing in a very short space of time.
17. I give feedback sometimes not always. But during school visit we are bind to leave a formal report immediately for a school to refer.

APPENDIX E1 TO E5: RESPONSES BY EDUCATORS AND HOD

Appendix E1: Responses by HOD at school B

1. Good, they treat us as unique people understand our feelings and give us moral support.
2. Their approach is good, they appreciate our work they are supportive.
3. Planning that we use in the classroom for the implementation of RNCS.
4. Through workshops, executive of material 's and examples.
5. They do us a lot. This gives us a clue and we.....how we well draw our workloads.
6. Cluster meetings, workshops.
7. To support, monitor (District implementation.
8. Afternoon workshops are not suitable for 75% of educators. Utilization of holidays we need to be treated to same, no one must affect our holidays.
9. To change with new development – from the old to new system of education.
10. During clusters and workshops the district came to clarify issues of concerns.
11. Partially you can't expect one to champ the whole curriculum in five days.
12. You can't expect one to champ with treats that if you do not attend the workshop – you will be charged, treat us as professionals, not as kids.

Appendix E2: Responses by educator at school B

1. It is very good; nowadays they do not treat us like before. If you do not know something they give us contact numbers and their office numbers.
2. They are no more fault founders but supporters of curriculum and when they leave we know what is expected of us.
3. They also assist us in planning. They give us a go ahead. They are not prescriptive; they know we are critical teachers, so they explain different ways of doing things.
4. Through circulars – also calling us to workshop and also clusters. Enable us to work as a team. We are able to overflow and share knowledge together.
5. They do assist me, I do not know about others. I can make example of this the official sometimes call us during weekend and I feel very happy about that. Some facilitator go extra mile, if we request a workshop the facilitator live his/her things and come and attend us.
6. The district is trying all the best to treat us professionally so.
7. The district is to support us download information to us. Everything has been clarified in terms of our roles as educators. But the problem we can't understand the roles of the HOD
8. The workload of paper work, which resulted in, the learner not attended to.
9. According to my understanding to enhance my corner is all about empowering.
10. During clusters, workshopsthe district to clarify issues before implementation.
11. Exactly – like I did the EMIS officials.
12. The time is awkward – 14h00, I am already exhausted as I m from classroom.

Appendix E3: Responses by HOD at school A

1. They make us understand everything – foundation and they are knowledgeable.
2. Sometimes they approach positively and sometimes they are little bit harsh when they criticize.
3. They usually give the management plans – quarterly.
4. They communicate with us through pigeonholes for the collections.
5. They could move with us to achieve, she sited mathematics.
6. Not sure – only knowing that of my school. It is not communicated.
7. Their roles are to support us, monitor us.
8. Follow – up visit to check implementation even to assist where we are failing.
9. I understand it as a means of improving your abilities.
10. They set fliers through pigeonholes.
11. Some of the INSET is positive but others we seem to be wasting time – RNCS.
12. Time set for the inset is not enough – two hours to grasp with curriculum is not enough.



Appendix E4: Responses by educator at school C

1. They do respect us.
2. Yes acceptable.
3. You end up knowing what is expected of you due to many facilitators.
4. Workshops.
5. They do.
6. The manner in which they present is okay.
7. Their 's is to support us in case of need we are participate and ask them to make follow ups.
8. They must also deal with the principal and the concern educator for that particular LA.
9. To be kept abreast with new inventions.
10. Twice a month – the facilitator gave us itinerary for the whole year.
11. Yes. it is.
12. The time is not okay more especially on Saturday, I feel good after hours rather than on Saturdays.



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Appendix E5: Responses by HOD at school C

1. But not all of them, previously they use to disrespect us. They use to look at the wrongs not the issue of development.
2. They do interact with us with respect. What ever they get they support us.
3. To have plans for your activities.
4. Through workshops during visit , information is not effective since we have problems of receiving curriculum.
5. Yes we do.
6. During workshops.
7. Yes I do understand my role as an HOD but unsure of those of the learning specialists.
8. They should come together as agreed rather sending confusing message to school.
9. It means helping the professionals/ to grow and be able to take initiatives.
10. When there is a way in which communication can be communicated to educators.
11. I think so.
12. I think it is.



APPENDIX F1 TO F3: LETTERS OF REQUEST TO CONDUCT RESEARCH TO GDE AND PRINCIPALS OF SCHOOLS

Appendix F1: Request letter to conduct research to the GDE schools

22 Brabant Avenue
NATURENA
2064
26 August 2005

To: The Senior Manager
Gauteng Department of Education
Ekurhuleni West Mega District
6 Old Vereeniging Road
Fuchs Building
Alrood

Dear Sir/Madam

RE: REQUEST TO CONDUCT RESEARCH AT YOUR DISTRICT OFFICE AND SCHOOLS

I, Rikhotso Lawrence Mahlomule, am studying for Magister Education in Educational Management with the University of Johannesburg. I am currently persuading a study that aims at investigating the roles and limitations of District Learning Area Specialists during curriculum improvement.

All actions that will be taken with the participants will be guided by the Constitution of the Republic of South Africa as outlined in the Bill of Rights. The findings and recommendations of the research may therefore be enlightening the implementation of the Revised National Curriculum Statement.

The research will involve eight District Learning Area Specialists responsible for curriculum support and monitoring and eight educators responsible for curriculum implementation. The research techniques to be used in this study will include the following: interview, questionnaires, observations, and document analysis.

Hoping that this request will gain your favorable consideration.

Yours truly

RIKHOTSO LAWRENCE MAHLOMULE

Supervising institution: University of Johannesburg
Department of Educational Management
Supervisor: Prof Debeila, J R (011) 933 - 5659

Appendix F2: Letter of request to conduct research

22 Brabant Avenue
NATURENA
2064
26 August 2005

To: The Principal
Dear Sir/Madam

RE: REQUEST TO CONDUCT RESEARCH AT YOUR SCHOOL

I, Rikhotso Lawrence Mahlomule am studying for Magister Education in Educational Management with the University of Johannesburg. I am currently persuing a study that aims at investigating the roles and limitations of District Learning Area Specialist during curriculum improvement.

All actions that will be taken with the participants will be guided by the Constitution of the Republic of South Africa as outlined in the Bill of Rights .The findings and recommendations of the research may therefore be enlightening the implementation of the Revised National Curriculum Statement.

The research will involve eight District Learning Area Specialists responsible for curriculum support and monitoring and eight educators responsible for curriculum implementation. The research techniques to be used in this study will include the following: interview, questionnaires, observations, and document analysis.

Hoping that this request will gain your favorable consideration.

Yours truly

Rikhotso Lawrance Mahlomule
Supervising institution: University of Johannesburg
Department of Educational Management

Supervisor: Prof Debeila, J R

Appendix F3: Consent forms to the participants

University of Johannesburg
Faculty of Education

Informed Consent Form

You are cordially invited to participate in the study conducted by Rikhotso Lawrence Maholmule in partial fulfillment of his studies for a study for a Magister Educationis in Management Education in the Education Department of the University of Johannesburg.

I hope to explore more about the challenges facing office and institution- based educators during curriculum support, monitoring and implementation. Your participation will include amongst other things, interview and filling in the questionnaires and will take place after contact time of the school. It is suggested that it would not exceed one hour.

Should you agree to participate, the information shared in the interview session will remain confidential as it is regarded as your private property and will be disclosed only with your permission as required by law. If you give me permission, I promise to your confidentiality so that no reports that result from this study will identify you as having been a participant.

If you decide not to participate, you are free to withdraw from the study at any time without prejudice. I shall inform you of the purpose of the study before it commences, and keep you informed through out. I believe this study will enable you to understand yourself better and support you in dealing with your day - to day activities.

By signing the consent form you indicate that you are voluntarily agreeing to participate in the study. A copy of this form will be provided to you.

Should you require some information, please call Mr Rikhotso Lawrence Mahlomule at {011} 905 4201 (Work) or 073 240 1508.

Signature of Participant

Date

Signature of Researcher

Signature of Supervisor

APPENDIX G: OBSERVATION CHECLIST

	YES	NO
1. Is the vision of the GDE in place?		
2. Is the office well organized		
3. Does the planning address the priorities of the GDE?		
4. Is Batho Pele principles applied by the educators?		
6. Is the system in place to communicate the activities of the Department?		
7. Is the movement of staff reflects professionalism in the institution?		
8. Is the reporting procedures effective reflect the operational functions of staff?		
9. Are the programmes of the institutions well organized and reflected in the operational functions?		



APPENDIX H: PERMISSION LETTERS FROM THE GDE AND PRINCIPALS



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Date:	11 October 2005
Name of Researcher:	Rikhotso Lawrence
Address of Researcher:	22 Brabenton Avenue
	Naturena
	2064
Telephone Number:	(011) 9054201
Fax Number:	(011) 9054201
Research Topic:	The Roles and Limitations of District Learning Specialist during Curriculum Improvement
Number and type of schools:	4 Primary Schools & 8 District Learning Area Specialists
District/s/HO	Ekurhuleni West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

Office of the Senior Manager – Strategic Policy Research & Development
Room 525, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0488 Fax: (011) 355-0286

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

ALBERT CHANEE
ACTING DIVISIONAL MANAGER: OFSTED

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	

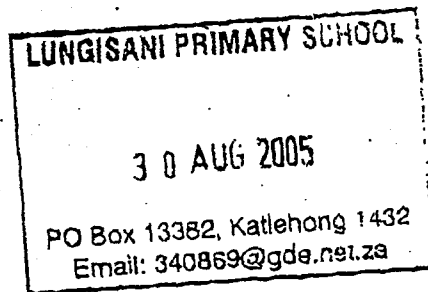
Lungisani Primary School

1872 Phenduka Street
Dikole Ext. 1
Katllehong
Tel : (011) 903-1615
Fax : (011) 903-2269



P O Box 13382
Katllehong
1432
e-mail: 340869@gde.za.net

"Labour Conquers Everything"



2005.08.30

Dear Sir/Madam

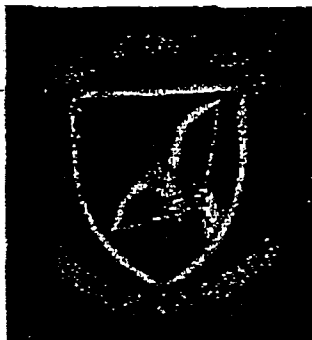
RE: RESPONSE FOR APPLICATION TO CONDUCTING A RESEARCH

As the principal of Lungisani Primary School, I allow you to conduct your research as this research will also empower and enlighten my colleagues.

Thank you,

J.D. TSUARI
PRINCIPAL

GAUTENG DEPARTMENT OF EDUCATION

THABO NTSAKO PRIMARY SCHOOL**P.O. BOX 34
THOKOZA****1421****REF. NO. 341339****FAX. (011) 385-2990****1091 LEPELE STREET
EXTENSION 2****THOKOZA****1426****TEL. (011) 385-2990****ENQU: P.P. PHELA (Mr.)
PRINCIPAL**

Rikhotso L.M.
Vumbeni Primary School
460 Mokoena Section
Katlhong

Sir

REQUEST TO CONDUCT RESEARCH

1. The above matter has reference
2. Your application/or a letter of request was received on the 29/08/05.
3. Permission is hereby granted to you ~~and~~ in order to conduct this interesting research paper for your Masters Degree.
4. I would like to take this opportunity to wish you well in pursuance of your studies.

Thanking you

Phela P.P.

Headmaster



Umnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement Van Onderwys

EKURHULENI WEST DISTRICT

QUARTERLY REPORT SECOND TERM 15 JUNE 2005

FACILITATOR: MHLANGA MCOSHENI FOCUS: MONITORING

AND SUPPORTING THE IMPLEMENTATION OF RNCS IN GRADE 4-6

ACTIVITIES: Visited the following primary schools : **TARGETS HODS:** Intakes, Abinala, UMkhatizwe, Nyiko, Leratadima, Tshwaragano, Umthambeka, Cresslawn, Vumbeni, Entshonalanga, Sekgutlong, Phuthumani, Modoupo, Marhulana, Shukumani, Moriting, Isiziba, Tlhakgang, Siphwe, Tlamatlama, Mashemong, Phomolong, Seotloana, Tshepisa, Ecaleni, Khulasizwe, Thuthuka, Gahlanso, Thabontsako, Inxiweni, Edulweni primary.

ACHIEVEMENTS: I managed to give support in the following:

- Management of the systems of Arts and Culture
- Monitoring tools for both educators and learners.
- That includes assessment, lesson plans, compiling of learners portfolios and work schedules.

CHALLENGES: Most of the schools are trying their level best to implement the RNCS in grade 4-6. However there are many schools who are struggling to implement according to the requirements of Arts and Culture due to the following reasons: Some schools did not attend the workshop during the RNCS training, in some schools those who attended training specific for Arts and Culture have been changed and those who did not attended allocated the learning area. Other reasons which make difficult to implement is the lack of support from some HODs and due to absents by educators as well as HODs. Among other things are the poor or/ lack of monitoring by SMTs. Many educators show a sign of interest and commitment but the above factors reduces the quality results in the learning area. The example of lack of monitoring is where I have discovered that some educators have lesson plans, work schedules, Assessment records. That shows that the entire managements.

SOLUTIONS : I have decided to plan workshops for HODS with regard to the weaknesses I have identified during the second term.

OFFICE OF THE SENIOR MANAGER CURRICULUM DELIVERY AND SUPPORT

Fax Number: 011- 864 6182
Website: www. education.gpg.gov.za
Ground Floor
6 Old Vereeniging Road
Alrode Alberton



Umnnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement Van Onderwys

EKURHULENI WEST DISTRICT

Enquiries: Mcosheni Mhlanga
Telephone: 389 6073
Mobile: 082 8564 316

19 July 2005

The Principal	for information and action
The Deputy-Principal	for information and action
HOD for Arts and Culture	for action
Educators for Arts and Culture	for action

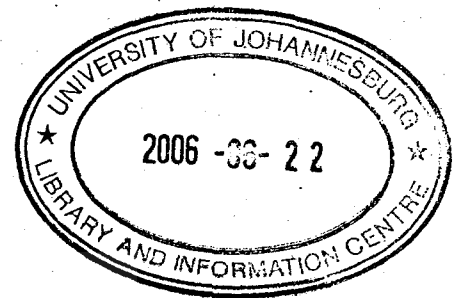
Re: Workshop for Arts & Culture

CLUSTER 9 & 10 VOSLOORUS

VENUE : P.T. XULU

TIME : 14:00

DATE : 11 AUGUST 2005



Purpose of Workshop: To assist HOD's for Arts & Culture in the management of the learning area.

Schools are requested to send the HOD for A & C plus one educator responsible for A & C in the intermediate phase (grade 4 – 6) to attend the workshop. Principals who teach Arts & Culture are also invited to attend. Please adhere to the suggested numbers to ensure the smooth organization and running of the workshop. Cluster leaders and coordinators are automatically invited without the number indicated above.

Your co-operation in this regard will be appreciated.

Yours sincerely

M.B Mabuya
Acting District Director

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